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ABSTRACT

Guides are provided for planning, operating, and leading a Job Search Club Program. The planning guide for use by club directors, program committees, and club staff presents a cohesive, systematic plan for launching a successful job search program. It offers a step-by-step description of the essential elements of the planning process, an organizational framework within which to conduct a club, and an explanation of the requisite technical and human resources for implementation. Reproducible worksheets are appended. The operations guide provides a plan for implementing a club, which could be a group of Keystone members, a sports team, a teen group, a hobby club, or any other group of Boys Club members interested in developing skills for learning effective job hunting techniques. It explains the coordinator's responsibilities, necessary resources, and activities involved in conducting a job search. Reproducible worksheets are appended. The leader's guide contains a complete set of training materials. It includes recommended training techniques for the instructor and a series of structured lessons covering job hunting techniques and job performance skills. Each lesson includes a number of instructor resources: a lesson plan detailing goals, objectives, materials, time constraints, and recommended teaching methods; handouts and notes for participants; and technical background material for the group leader. (YLB)

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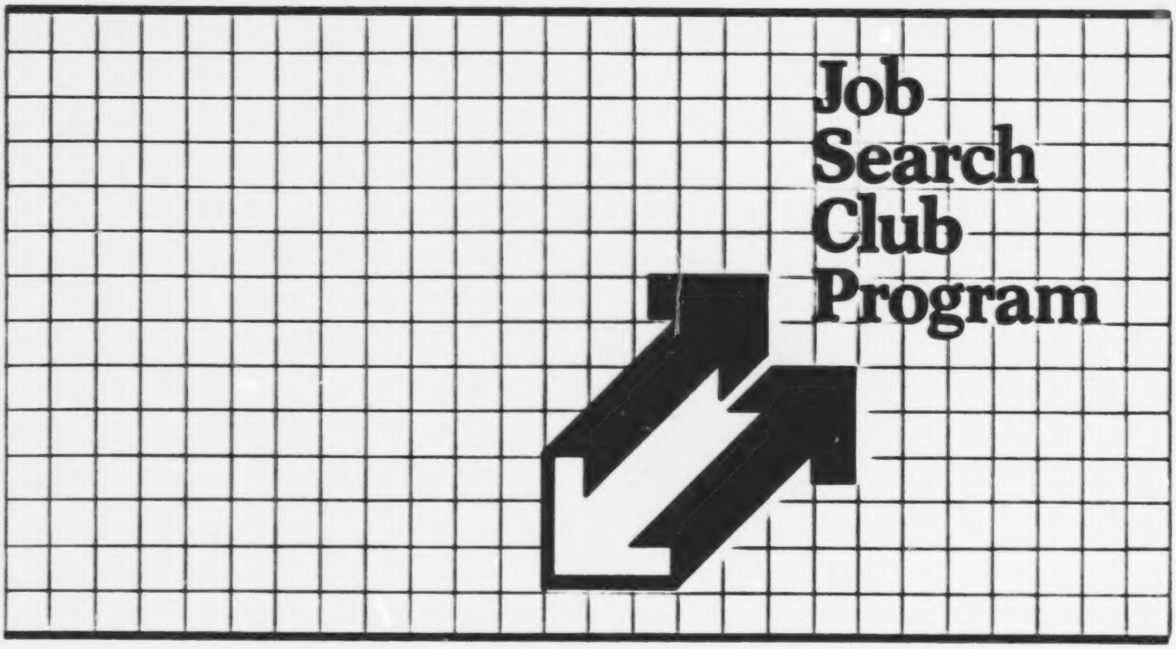
Job Search Club Program

PROGRAM NOTEBOOK



Job Search Club Program

PLANNING/OPERATIONS/LEADER'S GUIDE

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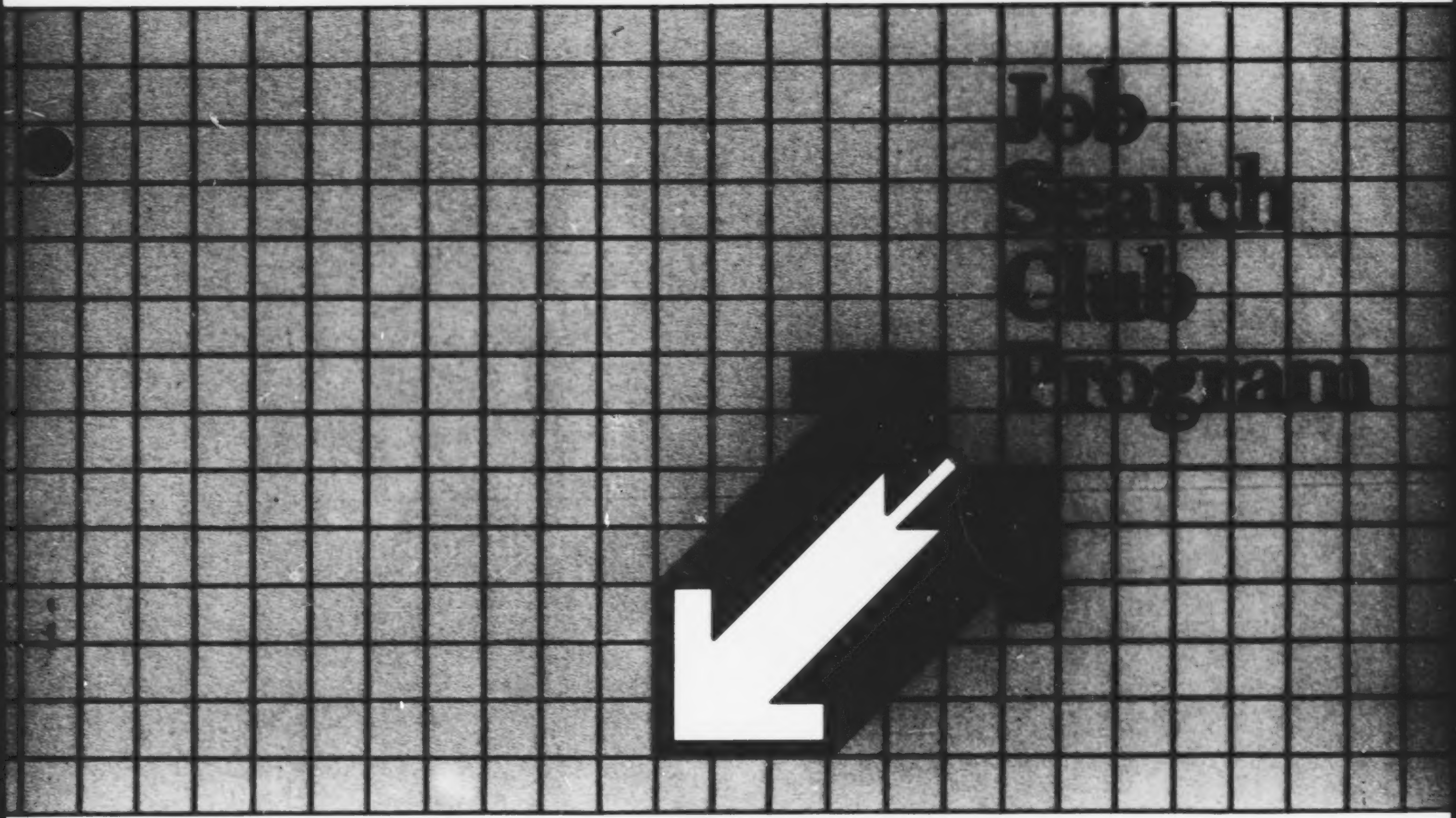

Job Search Club Program

PLANNING GUIDE

For Use by Club Directors,
Program Committees and Club Staff

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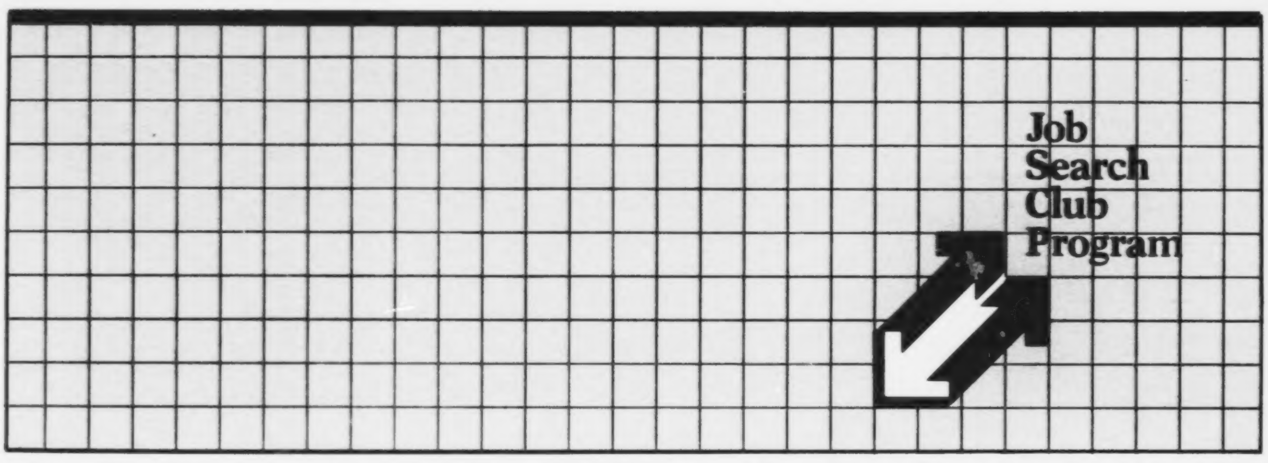

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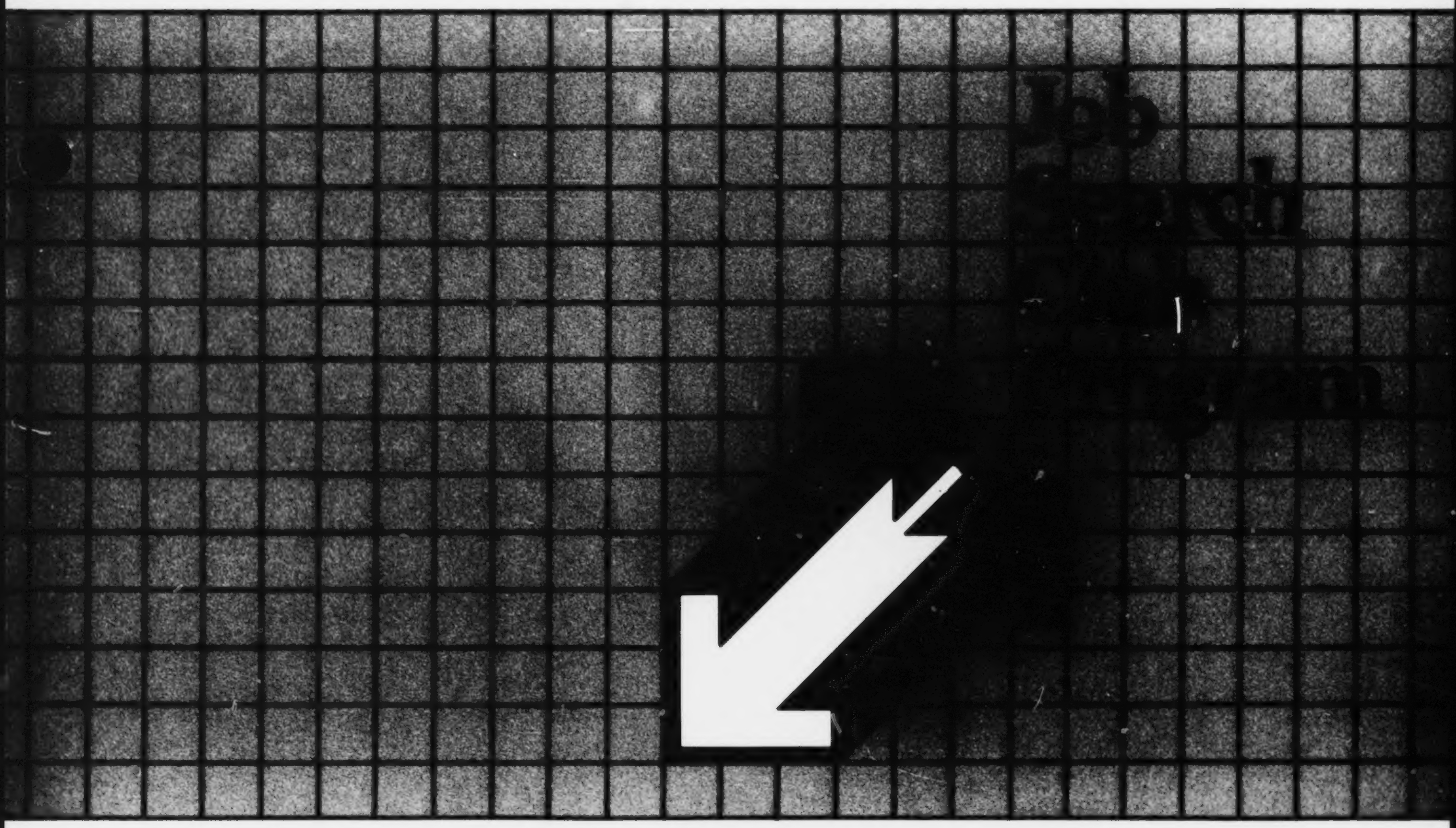

OPERATIONS GUIDE

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BOYS CLUBS
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A Boys Clubs of America PRODUCTIVE FUTURES Youth Employment Program

Acknowledgements

Boys Clubs of America is deeply indebted to Ronald Young, Executive Director and Gina McLaughlin, Director, Youth Employment Division of the Boys & Girls Clubs of Boston for their work in developing and modifying the Job Search Program to its current form.

Gordon Berlin, of the Ford Foundation, recognized the impact that could be created if a major youth agency such as Boys Clubs of America were to provide easy to use, effective materials for a self-directed Job Search Club and also created a network where training in the use of these materials would take place. We value his insight and dedication to young people from disadvantaged circumstances.

Dedicated professional staff from four Boys Clubs responded eagerly, energetically and effectively, to utilize the Job Search Program in their respective organizations. They brought creativity, resourcefulness and commitment to their participation at test sites and as the original members of the Job Search Club Network of training sites. Because of their efforts Boys Clubs across the country will find it easier to implement this important program.

The Salvation Army Boys Club of Louisville
Gordon Brown, Executive Director
Alfornia Hunt, Cultural Arts Director
James Goodwin, Physical Director

North Little Rock Boys Club
Jim Wetherington, Executive Director
Harriette Porterfield, Office Manager
Mark Perry, Summer Staff Member

The Boys Club of Chattanooga
S. Gordon Whitehurst, Executive Director
Willie Bob Johnson, Unit Director

Boys Club of San Gabriel Valley
Clay Hollopeter, Executive Director
Jack Gutowski, Program Director

So that a broader perspective could be obtained and reflected in the final material, members of the National Program Council reviewed drafts of the Job Search Club manuals and lesson plans. Their advice and guidance were carefully used by Gina McLaughlin who, as a staff member of the Boys and Girls Clubs of Boston, functioned ably as coordinator of this unique program development effort, working closely with our own Director of Program Development Service, David F. Wynn.

Finally, our deepest thanks to National Board Member, Gerald Blakeley, Jr. whose commitment as Chairman of the National Board Task Force on Youth Employment has been a shining example and inspiration to others. His leadership, work and generosity has not only contributed greatly to the Job Search Club program, but has influenced other BCA youth employment endeavors as well.

Boys Clubs are in a unique position to assist young people entering the world of work. The influence of our Boards, the linkage of our organization with other community agencies and resource groups, the strength of our valued and diversified program helps to develop young people who have fundamental values needed in good workers. The Job Search Club Program gives us a way of effectively providing members with information and skills that can help them experience the joy and satisfaction of finding their own job. Therefore, to all those who provide PRODUCTIVE FUTURES through the Job Search Club Program, we also express our appreciation and gratitude.

William R. Bricker
National Director

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Foreword

Boys Clubs since the very beginning have been concerned about youth employment. Since we have always focused our services on those young people from disadvantaged circumstances such a program concern is only natural. Young people always have been among those most effected by social, economic and employment changes. We are and will continue to be in the midst of an enormous employment transition that is equal to, if not greater than, the industrial revolution.

Boys Clubs of America, through its study of *Youth and Jobs: About Being The Just Right Person*, identified the fact that we must implement a comprehensive youth employment initiative so as to help assure a more PRODUCTIVE FUTURE to the young people served by Boys Clubs. The PRODUCTIVE FUTURES concept accepted by the National Board Task Force on Youth Unemployment has been designed to:

- Encourage teenagers to finish high school.
- Stimulate exposure to, and investigation of, potential careers.
- Teach basic world of work understanding.
- Develop in young people skills needed to become employable and learn how to "market oneself" and assist in finding a first job experience.

The self-directed Job Search Club materials described in the following pages are an integral part of our PRODUCTIVE FUTURES program design. The program not only provides basic employability skills to young people, it also teaches fundamental lifetime skills.

The program was initially developed by staff of the Boys & Girls Clubs of Boston using their experience from BCA's "World of Work" job placement program. The best of these ideas were combined with newly developed "self-directed" job search opportunities as part of their involvement with Boys Clubs of America in the National Collaboration for Youth employment program. Thanks to the vision of Gordon Berlin of the Ford Foundation, the program, as originally developed was modified to increase its adaptability and usability by the largest number of Boys Clubs. The materials were field tested by four different Boys Clubs organizations and reader reviewed by members of the Program Advisory Council of Boys Clubs of America. *The field test provided unequivocal proof... these materials and the program work.* The self-directed Job Search Club program can help make PRODUCTIVE FUTURES possible for Boys Club members.

Gerald Blakeley, Jr.
Chairman
Boys Clubs of America's
National Board Task Force on
Youth Employment

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Job Search Club
Program Planning Guide

BACKGROUND

Through a Ford Foundation grant the Boys Clubs of America and the Boys & Girls Clubs of Boston joined forces to develop the self-directed job search concept so it could be used more widely.

The purpose of this guide is to present a cohesive, systematic plan for launching a successful job search program. It is intended for use by Boys Club directors and other staff who wish to start and sustain a Job Search Club within their organization. The guide offers:

- A step-by-step description of the essential elements of the planning process;
- An organizational framework within which to conduct a Job Search Club;
- An explanation of the requisite technical and human resources for implementation.

WHY THIS OPPORTUNITY IS AVAILABLE

Young people generally do not possess the skills necessary to seek, obtain, and hold a job. A Job Search Club can help teenagers develop effective strategies for finding work, organize their efforts, and carry out a job hunt with efficiency and conviction. Through the Job Search Club, teens increase self-reliance, improve interpersonal skills, and avert being screened out of the hiring process in the early stages.

The self-directed Job Search Club approach fits perfectly with the Boys Club philosophy of building self-sufficient adults. A Job Search Club prepares young people to be better workers. As a result of the Job Search's unique emphasis on how to find one's own job, a lifetime skill is gained, one which may be used to obtain subsequent jobs without assistance. This program can help place an increasingly larger percentage of teenagers into the work force.

WHY THIS OPPORTUNITY IS RIGHT FOR YOU

Keystone Clubs, sports teams, teen groups, hobby clubs, or any established group within a Boys Club may use the Job Search program. Beyond these groups those young people whose only "bond" is an interest in finding a job may be organized to form a Job Search Club.

The Job Search curriculum includes the necessary steps of seeking, obtaining, and retaining a job. The program consists of two major parts: Job Search Orientation-and-Training, which is 9 sessions of approximately 2 hours each, and the actual Job Search Phoning and Interviewing process. Sessions may be conducted by a coach, program staff member, volunteer leader, or any interested adult. In order to conduct the program effectively, it is essential that the adult leader be trained in the implementation of a Job Search Club. The topics covered during the Job Search training include Self-Assessment, Job Applications, Resumes, Interview Preparation, Work Attitudes and Behaviors, Coping with on-the-Job Problems, and Job Hunting Skills.

Job Search activities can become an ongoing part of your overall programming. Of course, once a Job Search Club is established and, interest among Club members is high, additional times each week in the teen lounge or certain afternoons in the library could be set aside for more Job Search activities. The program is designed to be as flexible and simple to conduct as possible, allowing both staff and participants to be creative in planning.

The cost of a Job Search Club is minimal. A staff person already employed by your Club needs only to devote about six or eight hours each week to the Club once your program is fully operational. And, if that is a hardship, Job Search may be assisted or conducted by a qualified volunteer. The only materials needed are pencils, paper, several telephones, some photocopied handouts, and a chalkboard. If chalkboard and chalk aren't available, sheets of newsprint and markers work fine!

A Job Search Club may meet in any quiet space large enough to accommodate the group, which probably will include between ten and fifteen clients each cycle. Job Search Club participants will need access to telephones for the job hunting segment. A couple of phones in a quiet location will be needed or participants may use their home phones. In some locations where public transportation is readily available, young people may discover that it is even more effective to job hunt in person and will not need to rely as much on the telephone.

PREREQUISITES:

Boys Clubs wishing to offer this unique Job Search Club program should have evaluated the need for services, established program goals (both quantitative and qualitative), decided on a program design, and gained Program Committee and Board approval to proceed.

A little more on these prerequisites:

Determining Whom To Serve: A simple youth employment program needs assessment of youth, agencies, businesses, schools, and your own Club should be completed. The results of this easy to conduct survey will help your Club decide where to focus its program energies. Minimally, the following should be learned:

- What population is in most need of job search services?
- Which ages or groups of young people are you most qualified to serve?
- What jobs are accessible to the population you will serve (age of employees, location of business, hours, and experience necessary may all be factors)?
- Are there any special transportation problems to be addressed (availability, hours, etc.)?
- Are any other agencies or schools providing job placement or job search instruction? How can you consolidate your efforts?
- What youth employment programs offered in your community or serving young people from your service area are supported by your local Private Industry Council (PIC)?
- Is seasonal work common to the area? If so, when should Job Search Club groups be scheduled for training?
- What businesses, schools, agencies, and Club resources are available to assist with a Job Search Club? How can your Job Search Club make the best use of these resources?
- How much space will be needed to have a Job Search Club and where is the space available? In the Boys Club? In other desirable locations?

This assessment should be conducted by the Club director and designated staff before completing program plans.

If you prefer to formalize the assessment process, a reproducible survey form is included in the back of this manual for use.

Setting Objectives: Once the initial needs assessment has been completed, realistic objectives based on data should be set. Some objectives might include:

number of youth to be served during the year (or any designated period of time)

- the anticipated completion rate for participants (i.e., 50% of those enrolled in the Job Search Club will complete all of the program components)
- the number of employers to be involved with Job Search Club activities
- the expected placement rates for those completing Job Search training
- the estimated job retention rate of those finding jobs through participation in Job Search Club

Make sure the Job Search Club objectives are realistic. If one person is available about eight hours a week, approximately six hours (three sessions) may be used for conducting the Club with the additional hours available for outside meetings or one-to-one counseling with youth. An ideal group size for one person to work with is about ten participants. There are also many intangible successes associated with the Job Search Club, such as improving the self-confidence of young people or helping younger teens develop attitudes which will make them more successful in school, and eventually in work. Don't ignore these intangible "successes" in your plan.

The size of a group is flexible and will often depend upon the population being served and the individual attention that will need to be given. For example, a soccer team which has been together an entire season will probably be easy to work with in spite of its size because cooperation and teamwork among members has already been established. A group of seventeen year old high school dropouts may be difficult to motivate and may require much individual attention. A Job Search Club serving that population probably will need to reduce the group size in order to be successful. On the other hand, a group of high school seniors about to graduate may complete the Job Search training successfully without too much individualized work. Also keep in mind that during the school year students almost always will be available to work only on a part-time basis.

When setting objectives consult with Club staff members. Seek their input when deciding appropriate age groups, numbers to be served, and times most convenient for conducting a Job Search Club.

Program Components: The size and type of Job Search Club will depend on the results of your evaluation. Some factors include:

- size of Club and facilities available
- number of staff and hours available
- age of youths involved
- availability of similar services within the community
- time of year most appropriate for conducting groups (i.e., teens wanting summer jobs will need to be trained early in the spring; summer training will prepare young people for late summer job openings created by summer workers who leave before summer is over; those seeking Christmas jobs should be ready by the end of October).

Minimally, a Job Search Club should have access to a room which seats up to 15 people comfortably. If tables are not available, then student chairs should be used. One staff person should be available during the week to conduct pre-work groups and to assist during a participant's actual job hunting. After training, young people need to be encouraged to seek daily job contacts.

If participants will be seeking jobs in the private sector, they should be at least 16 years of age. If the Job Search Club is preparing young people for jobs within the Boys Club or is primarily an educational experience in which a job is not necessarily the goal, then participants as young as 14 years may be enrolled. A word of caution: When participants are younger than 16, they may be very disappointed to complete a Job Search program and then not have an opportunity to work. When enrolling younger teens, carefully consider what "next steps" are available for them. Also, some jobs are restricted to persons over 18, such as those involving machinery.

When creating a program plan, first select the components of a Job Search Club program most helpful for your community and your participants. (Refer to the results of your evaluation and program objectives.) For example, if there are many opportunities for governmentally subsidized summer jobs in your area, the Boys Club may use Job Search Clubs as a means to prepare youth for that experience. In a situation where most participants are graduating high school seniors, a greater effort may be placed on developing an active job hunting component. Model the Job Search Club to suit identified needs.

To make the best use of staff time and to integrate your program with the community, strive to develop as many "partnerships" as possible with schools, housing authorities, the juvenile justice system, and businesses. Some of these partners will be helpful as recruitment sources, and some will be helpful as advisors and guest speakers. Get the business community involved! It pays off!

Next, place each "activity" you will conduct in chronological order noting each step to be taken, approximate time involved with that step, and the person responsible for its completion. (See Flow Chart—Program Plan.)

Board Support: Present the concept of a Job Search Club to the Program Committee of the Board. Relate this "preliminary or basic plan" to the results of your community needs assessment and reflected agency, youth, school and staff support for the program.

This "plan" should include:

- "Program Plan" including objectives
- the target population to be served (including age, sex, economic status whenever appropriate)
- number of youth to be served within a specific amount of time
- staff to be involved
- space which will be used
- estimated costs (in terms of staff time, supplies, etc.)

Encourage the Board, through the Program Committee, to actually *support* the Job Search Club rather than just agree to its start up. Board members might serve as guest speakers, provide equipment or access to facilities, or alert their personnel departments to the availability of "job ready" youth. Board members may also have contacts in the media or be willing to endorse your youth employment program in their own advertising campaigns. They may also help locate sponsors for the Job Search Club. The more active and supportive your Board is, the greater your opportunity for success and program expansion.

PREPARING FOR IMPLEMENTATION

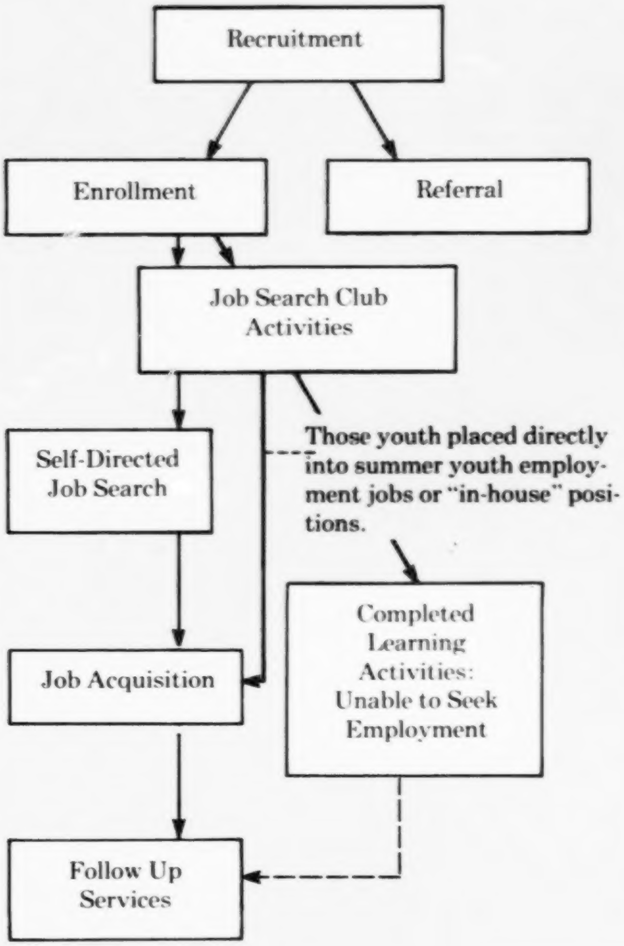
Staff Selection and Training: Once the Job Search Club has been approved by the Board, the Club Director should begin to select and train staff.

Allow approximately 15 hours to train staff in the implementation of the Job Search Club. Training is available through Boys Clubs of America's Job Search Club Network. There are Boys Clubs in each region that have become eligible to serve as "training centers" for the Job Search Club program. A list is enclosed in this manual or contact your Regional Office, Regional Manpower Development Committee, Boys Clubs of America Program Development Service, for Job Search Club training information and details. All staff involved as Job Search Club instructors will need to be briefed in recruitment, group facilitation, and job hunting skills. All Club staff, even those not directly involved in Job Search, should be given some information on the Job Search Club and provided with suggestions to help refer youth to the program.

Establishing Linkages Within the Community: Once the plan for a Job Search Club is complete, linkages with other agencies can be formalized. Schools and other youth serving agencies may wish to collaborate on "career nights" or special guest speakers. It may be possible to use equipment or facilities from a local business or college. Perhaps business volunteers or work-study students are available to help. Ask around and explore—there may be several opportunities for program enhancement right in your community. Publicize your program and any related special events as increased community awareness and support will aid the program's growth and assist program graduates in their job search.

Announcing the Program to the Community: Publicizing the formation of your Job Search Club can help it have a strong start-up and gain momentum in its early stages. Contact local papers and have public service announcements aired on local radio stations. Be sure that a brief program description and eligibility criteria are included. Make businesses aware of the Job Search Club and have knowledgeable staff available to answer

Flow Chart
Program & Plan



Those youth placed directly into summer youth employment jobs or "in-house" positions.

Describe participant recruitment process including "how" and "by whom."

Determine eligibility according to guidelines established. Whenever possible refer ineligible youth elsewhere for help. Describe process of enrolling participants.

Describe activities of your Job Search Club, size of group to be enrolled, number of hours per week, activities planned, etc. This phase will last approximately 3-4 weeks.

Describe how and when the actual job hunting by telephone takes place. Who will do it? How many days per week and hours per day, will the telephones be available?

Detail projected placement rates for participants. Describe any "options" (i.e., those participants under the age of 16 may not conduct a job search).

Describe your follow-up procedure including frequency of contact, person conducting follow-up and duration of follow-up services.

questions. You may want to send letters to employers who traditionally hire young people (i.e., fast food, retailers, etc.) and have brochures and other descriptive materials to distribute throughout the community. Arrange to speak at local business associations or service club meetings or see if staff can become members of these groups. Encourage the media to come to the Club and *see* activities rather than just accepting articles for print.

The greater the awareness of Job Search Club in the business community, the more likely it is that program graduates will be successful in their job hunting. Employers will be more likely to hire young people if they are familiar with the extensive support and training provided to teenagers through the Boys Club.

Recruitment: In the initial stages of a Job Search Club, active recruitment of teenagers will be vital to your success. On the average, your staff will need to recruit *double* the number of young people the program plans to enroll. (Experience shows the drop-out rate, due to ineligibility or disinterest can be as high as 50%)

Contacts with school guidance counselers, probation officers, and other youth centers may provide you with some recruitment sources. Ask schools to announce the program, post brochures, and allow a representative from your Club to speak at open houses. Sometimes federally subsidized youth employment programs (JTPA, PIC or NAB, etc.) will be willing to supply you with the names of young people that their programs were unable to serve.

Even after some young people express an interest in the Job Search Club, it often is necessary to follow up with telephone calls, reminding them of starting dates and times and encouraging them to enroll. An organized, persistent, one-to-one, word of mouth recruitment effort will be necessary in the beginning stages of a Job Search Club. Once the program's credibility is established, many of the teenagers enrolling may be referred by program graduates!

Enrollment of Members: When all previous steps have been completed, enrollment of participants should begin. A short application form (Part of the learning experience) which records basic personal information, reasons for joining and other information is suggested. A sample reproducible application form is included in the back of this manual.

Experience suggests that it is easiest to serve youth on a first come, first served basis. Any waiting lists should follow the same sequence in order to be completely fair.

You also may find that "mixing" a group can be helpful. Some variety in the backgrounds, abilities, sexes, and even ages of participants can add to the exchange of information in the group. Group discussions become livelier with a wider range of opinions. Once caution—mixing ages could "backfire" if the range is too wide and members are too far apart developmentally.

Recognizing Contributors: An important function of the Job Search Club coordinator is to recognize all who contribute to the success of the Job Search Club. Employers, cooperating agencies, successful "graduates," donors of money or equipment—anyone who has assisted the Club should be recognized. Contributors might receive small plaques at an "awards night," be mentioned in newspaper articles, be invited to Club functions as "honorary guests," or attend luncheons and/or coffee hours in their honor. Presentations by Program Committee or other Board members may be an effective way of involving them in the program. Some Clubs have all-purpose note cards on hand and send out personalized notes following each "kindness." Whatever the style of recognition, every contributor should be thanked and made aware of his/her importance to the success of the Job Search Club program.

PROGRAM IMPLEMENTATION:

When outreach and recruitment are completed, the coordinator may step back a little and allow other staff to also implement a Job Search Club. Although involvement may be somewhat less, the participation of the Club executive director or unit director is still *essential* for the success of a Job Search Club.

Monitor the progress of the program, comparing the program plan and its objectives to actual performance. Help staff with an evaluation and use their imput to make adjustments in design. Any Job Search Club should always reflect the needs of its members.

EXPANDING SERVICES:

After the Job Search Club has been successfully operating the need to obtain outside funding for *expanding* the program may become apparent.

A successfully operating Job Search Club should be attractive to your United Way, Private Industry Council, or other funding sources. Check with your local government employment and training system to find out what federal, state, and local monies are available. All four Clubs participating in the field test of the Job Search Club program were successful in marketing the program to funding sources. Grants ranging from $9,000 to $33,000 were received included teaching job search skills to young people prior to release from a County Training School; teaching job search skills to young gang members living in public housing, targeting services to combat teenage drug abuse; and, to be a part of a work experience program for potential school dropouts. Investigate foundations and contributors with a special interest in youth or employment, and submit proposals. Include unemployment statistics for your area and data which illustrate your success with a Job Search Club. The needs assessment and even waiting lists for enrollment may help support your argument that more staff, hours, space, etc., are needed.

IN-KIND CONTRIBUTIONS:

Some companies do not give monetary support to agencies but may provide video equipment (*great* for teaching interviewing) or maybe a small computer with software for employment skills or career exploration. Furniture or even space for conducting groups may be donated or perhaps food and refreshment for an awards night are possible. Be creative and find ways to use whatever help may be available in your community.

Youth unemployment is a great concern nationwide and those agencies who can effectively reduce that unemployment have a valuable commodity to sell. An effective Job Search Club as a part of the Boys Club program can be such a commodity.

Appendix

APPENDIX (REPRODUCIBLE WORKSHEETS)

1. ACTION STEPS IN ESTABLISHING A JOB SEARCH CLUB
2. JOB SEARCH SURVEY (YOUTH)
3. JOB SEARCH SURVEY (AGENCIES AND SCHOOLS)
4. JOB SEARCH SURVEY (BUSINESSES)
5. JOB SEARCH CLUB APPLICATION

Suggested Action Steps For Establishing A Job Search Club

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Planning Guide-1

Task	By Whom	Date Completed
1. Conduct Evaluation of Service Needs		
2. Identify Program Objectives		
3. Complete Program Plan		
4. Involve Program Committee and Enlist Board Support		
5. Select Staff		
6. Train Staff and Conduct Orientation		
7. Establish Community Linkages		
8. Announce/Publicize the Program		
9. Recruit Participants		
10. Schedule Guest Speakers and Other "Special Events"		
11. Recognize Contributors (on-going)		
12. Monitor the Program (on-going)		
13. Fundraising for Continuation (on-going)		

Job Search Club Survey
(intended for youth)

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Planning Guide-2

Name ______________________________ Address ______________________________

Age _____ Phone No. ____________________ Sex _____ Grade in School _____

Have you ever had a job before? ____________ What did you do? ____________________

____

____

Are you interested in getting a job? _____ yes _____ no

If the Boys Club had a "club" to help young people find jobs, do you think you would be interested in joining? (Check one)

_____ yes _____ no

What things would you want to learn about getting a job? Read the list below. Put a "1" next to your most important choice, "2" beside your second choice, and so on.

_______ job applications
_______ writing a resume (summary of what you can do)
_______ preparing for a job interview
_______ having the right attitude for work
_______ how to get yourself ready to look for a job
_______ how to behave on the job
_______ how to solve problems
_______ how and where to find job openings

Does your school have any classes about job hunting? _____ yes _____ no

Have you ever taken any of those classes? _____ yes _____ no

Do you have any other comments or questions about a Boys Club Job Search Club?

THANK YOU!

Job Search Club Survey

(intended for agencies and schools)

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Planning Guide-3

Name of agency or school: ______________________________
Address: ______________________________
phone: ______________________________
contact person: ______________________________

Please describe the primary services provided by your agency or school:

What target group(s) do you serve (include age, sex, or other characteristics):

Do you provide any type of "job hunting" or other employment related training?

______ yes ______ no
If so, what type of service is this?
Who is elegible?

Do you see any need for employment programs for teens?
If so, what types of services would be most helpful?

If the local Boys Club began an employment program for teenagers, do you see any areas of collaboration with your agency? (check all that apply)

________ referrals from the agency
________ support services by agency
________ cooperating in conducting employment groups
________ sharing of facilities
________ other (specify)

Any other suggestions or comments? (Use reverse side if necessary.)

Job Search Club Survey

(intended for businesses)

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Planning Guide-4

Name of company: ____________________

address: ____________________

phone: ____________________

contact person: ____________________

Do you ever hire teenagers for part-time jobs? ______ yes ______ no
If so, what types of positions are usually available?

If you *don't* hire teenagers, is there a reason why?

When teenagers apply for jobs within your company, what would you say their *strongest* points usually are?

What would you describe as their weaknesses?

If the local Boys Club conducted a training program for teenagers to prepare them for work, what topics do you think should be included?

Would anyone from your company be willing to: (check any that apply)

________ provide assistance in program planning
________ act as a guest speaker
________ consider hiring eligible youth
________ provide tours of the company
________ provide access to telephones for job hunting
________ provide application forms for program participants use
________ other (specify)

Any other comments or suggestions? (Use reverse side if necessary)

Job Search Club Application

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Planning Guide-5

NAME: ____________________ AGE: ____________________

ADDRESS: ____________________ SCHOOL: ____________________

HOME PHONE: ____________________ GRADE: ____________________

Who should be contacted in an emergency?

Name: ____

Address: ____

Phone: ____

(Relative?/Friend?): ____

How did you hear about the Job Search Club?

Why are you interested in joining?

Have you ever worked before? ________ Where? ________________________________

What do you think the Job Search Club will be able to do for you?

Job Search Club Program

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2 Flow Chart Program Plan
3 Job Search Club Contract
4 Job Search Club Sample Group Schedule
5 Job Search Club Blank Group Schedule
6 Participant Evaluation Form

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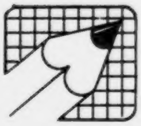
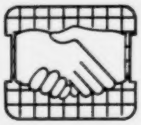


Operations Guide



Contract

Acknowledgements

Boys Clubs of America is deeply indebted to Ronald Young, Executive Director and Gina McLaughlin, Director, Youth Employment Division of the Boys & Girls Clubs of Boston for their work in developing and modifying the Job Search Program to its current form.

Gordon Berlin, of the Ford Foundation, recognized the impact that could be created if a major youth agency such as Boys Clubs of America were to provide easy to use, effective materials for a self-directed Job Search Club and also created a network where training in the use of these materials would take place. We value his insight and dedication to young people from disadvantaged circumstances.

Dedicated professional staff from four Boys Clubs responded eagerly, energetically and effectively, to utilize the Job Search Program in their respective organizations. They brought creativity, resourcefulness and commitment to their participation at test sites and as the original members of the Job Search Club Network of training sites. Because of their efforts Boys Clubs across the country will find it easier to implement this important program.

The Salvation Army Boys Club of Louisville
Gordon Brown, Executive Director
Alfornia Hunt, Cultural Arts Director
James Goodwin, Physical Director

North Little Rock Boys Club
Jim Wetherington, Executive Director
Harriette Porterfield, Office Manager
Mark Perry, Summer Staff Member

The Boys Club of Chattanooga
S. Gordon Whitehurst, Executive Director
Willie Bob Johnson, Unit Director

Boys Club of San Gabriel Valley
Clay Hollopeter, Executive Director
Jack Gutowski, Program Director

So that a broader perspective could be obtained and reflected in the final material, members of the National Program Council reviewed drafts of the Job Search Club manuals and lesson plans. Their advice and guidance were carefully used by Gina McLaughlin who, as a staff member of the Boys and Girls Clubs of Boston, functioned ably as coordinator of this unique program development effort, working closely with our own Director of Program Development Service, David F. Wynn.

Finally, our deepest thanks to National Board Member, Gerald Blakeley, Jr. whose commitment as Chairman of the National Board Task Force on Youth Employment has been a shining example and inspiration to others. His leadership, work and generosity has not only contributed greatly to the Job Search Club program, but has influenced other BCA youth employment endeavors as well.

Boys Clubs are in a unique position to assist young people entering the world of work. The influence of our Boards, the linkage of our organization with other community agencies and resource groups, the strength of our valued and diversified program helps to develop young people who have fundamental values needed in good workers. The Job Search Club Program gives us a way of effectively providing members with information and skills that can help them experience the joy and satisfaction of finding their own job. Therefore, to all those who provide PRODUCTIVE FUTURES through the Job Search Club Program, we also express our appreciation and gratitude.

William R. Bricker
National Director

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Foreword

Boys Clubs since the very beginning have been concerned about youth employment. Since we have always focused our services on those young people from disadvantaged circumstances such a program concern is only natural. Young people always have been among those most effected by social, economic and employment changes. We are and will continue to be in the midst of an enormous employment transition that is equal to, if not greater than, the industrial revolution.

Boys Clubs of America, through its study of *Youth and Jobs: About Being The Just Right Person*, identified the fact that we must implement a comprehensive youth employment initiative so as to help assure a more PRODUCTIVE FUTURE to the young people served by Boys Clubs. The PRODUCTIVE FUTURES concept accepted by the National Board Task Force on Youth Unemployment has been designed to:

- Encourage teenagers to finish high school.
- Stimulate exposure to, and investigation of, potential careers.
- Teach basic world of work understanding.
- Develop in young people skills needed to become employable and learn how to "market oneself" and assist in finding a first job experience.

The self-directed Job Search Club materials described in the following pages are an integral part of our PRODUCTIVE FUTURES program design. The program not only provides basic employability skills to young people, it also teaches fundamental lifetime skills.

The program was initially developed by staff of the Boys & Girls Clubs of Boston using their experience from BCA's "World of Work" job placement program. The best of these ideas were combined with newly developed "self-directed" job search opportunities as part of their involvement with Boys Clubs of America in the National Collaboration for Youth employment program. Thanks to the vision of Gordon Berlin of the Ford Foundation, the program, as originally developed was modified to increase its adaptability and usability by the largest number of Boys Clubs. The materials were field tested by four different Boys Clubs organizations and reader reviewed by members of the Program Advisory Council of Boys Clubs of America. *The field test provided unequivocal proof... these materials and the program work.* The self-directed Job Search Club program can help make PRODUCTIVE FUTURES possible for Boys Club members.

Gerald Blakely, Jr.
Chairman
Boys Clubs of America's
National Board Task Force on
Youth Employment

Operations Guide

NOTES TO THE COORDINATOR:

This guide will provide a plan for implementing a Job Search Club. A Job Search Club could be a group of Keystone members, a sports team, a teen group, a hobby club, or any other group of Boys Club members interested in developing skills for learning effective job hunting techniques.

The Job Search Club's purpose is to teach the necessary steps involved in seeking, obtaining, and retaining a job. Topics include Self-Assessment, Job Applications, Resumes, Interview Preparation, Work Attitudes and Behaviors, Coping with On-The-Job Problems and Job Hunting Skills.

The Club is designed to meet under the guidance of an adult leader for a few hours each week. Most of the activities should be completed within four weeks, with actual job-hunting lasting a couple of weeks longer. Your responsibilities include coordinating the Job Search Club schedule and either conducting the groups or supervising staff trained to serve as Job Search Club instructors.

This manual will explain your responsibilities, the resources necessary, and the activities involved in conducting Job Search. The *Planning Guide* which accompanies this booklet, presents a systematic strategem for launching a successful Job Search program. That manual has been written for executive and unit club directors, and explains how to gain general support, plan and implement a successful Job Search Club.

A third set of materials, is *The Job Search Club Instructors Guide*. It includes lesson plans and job search activities that are referred to throughout this manual.

Training in the use of the Job Search Club program and technical assistance is available from members of the Job Search Club Network. For further information, a list of these training centers, which are located in each region of Boys Clubs of America, is included as an insert with these Job Search Club materials. Additional copies of the inserts are available from each regional office and from National Program Development Service, Boys Clubs of America.

WHAT'S NEEDED?:

A Job Search Club will need certain resources to be successful and it is the coordinator's responsibility to see that these are ready for Club use.

The Job Search Club should meet in a comfortable, well-lit room large enough to accommodate all members. Chalkboard and chalk (or newsprint and markers) should be available as well as paper and pencils for participants. During the job-hunting segment, telephones in a quiet location will be needed. Arrange for these facilities with the Club director *before* recruiting participants so there will be a smooth transition from recruitment to program activities.

ADAPTING THE MATERIALS TO YOUR CLUB:

The Job Search Club has been designed to be as flexible as possible. A few options for each lesson plan have been included so that the leader may select the most appropriate content for a particular Job Search Club. Instructions for writing lesson plans are also included so that the Job Search Club program may be individualized even further.

When deciding how to adapt Job Search activities for use in your Club situation, consider the following points:

- size of group;
- age of participants;
- goals of the program;
- facilities available;
- mix of skill and knowledge levels within group;
- background of participants.

The size of the group will determine the types of activities most appropriate. Large groups (10-15 members) may be broken into two teams or other units. Small groups (7-10 members) may be more productive when treated as one unit. The lesson plans are designed to accommodate groups of various size.

A group of young people too young for jobs in local businesses may "audit" parts of the job hunting segment and concentrate more on self-assessment, attitudes and behaviors, or accepting criticism. This training may equip them to find volunteer assignments, useful in developing experience. Of course, activities of the Job Search Club should reflect and work toward achieving program objectives and goals.

Your Boys Club may be fortunate enough to own or have access to video equipment or computers. If so, use them to the fullest extent possible. Video equipment is invaluable as a tool for teaching interviewing skills; the camera captures the same subtle expressions and gestures an interviewer would see. Participants role-playing work situations also may be taped to demonstrate the variety of ways in which problems are solved. Computer software for job preparation is available and would be useful as an exciting and fun *supplement* to Job Search Club's regular activities. Perhaps local cable television station would allow use of community access channels. Explore these possibilities and design their use in a Job Search Club so as to be most suitable for the youth you serve.

GETTING SUPPORT:

A Job Search Club will be most successful when it is supported and encouraged by the organization which sponsors it. Keep the Club director informed of the Job Search Club's activities, numbers of participants, and progress toward objectives. Publicize the Job Search Club within the Club and enlist the aid of other staff in recruiting participants. Whenever possible, present updates on the Job Search Club activities and achievements at Board of Director's meetings. Help Boys Club administrators and staff recognize Job Search as a vital life skill which should be an integral part of your Clubs youth development program.

If additional funding is sought for this program's expansion (youth employment is *very* attractive to private funding sources!), it will be important to have strong "in-house" support which demonstrates the need for employment services. Boys Clubs of America's Government Relations Office has a Youth Employment Funding Packet available to assist Clubs in seeking additional funds for expansion.

Board members may be helpful in providing "in-kind" donations of equipment, furniture, phones, etc. Local Kiwanis or Rotary Clubs may help by funding a Job Search Club, acting as guest speakers, or perhaps hosting an awards night. Enlisting the support of corporations and community businesses and "selling" the program to the private sector is vital to an employment program's success. Many United Way's provide special grants for innovative programs designed to cope with key youth problems. Work with the Private Industry Council (PIC) in your area or local National Alliance for Business (NAB). These groups are linked with local employment and training offices and may provide valuable information on where to apply for city, county, state and federal funds. Use every opportunity to inform employers of your services and seek their counsel.

The Job Search Club program is very marketable. All four sites which tested the program obtained additional grants ranging from $9,000 to $33,000. The program was provided to: youth about to be released from detention; potential alcohol and substance abusers; and, young people forming gangs. So, don't overlook sources of juvenile delinquency prevention and juvenile justice funds as possible sources of support. Be alert for all types of possible contracts. The broader your "network" of contacts, the greater your chances for uncovering resources.

GETTING STARTED:

The Job Search Club group leader is responsible for all phases of the Job Search Club from participant recruitment through job hunting and employment. This leader publicizes the Job Search Club to potential members and enrolls participants in keeping with the guidelines established by that Boys Club or particular funding sources. The group leader conducts group learning sessions and oversees the Job Search activities of all members. Those teaching the Job Search Club program should read the *"Job Search Club Program Operational Guide"* before using the curriculum. Wherever job-placement is a goal, the Boys Club worker who has the best relationship with the individual provides follow-up support for those beginning a job.

PROMOTING THE PROGRAM

To get your Job Search Club off the ground, both staff and Club members should be aware of what a Job Search Club does and who is eligible to join.

Hang posters, distribute flyers, and make announcements wherever a group of eligible youth might be reached. If your recruitment extends outside the Boys Club, notify other agencies and schools. Send brochures to local businesses, put an article in the newspaper, and ask radio stations to do a public service announcement about your Job Search Club program. Holding an "open house" is another way to make people aware of the Job Search Club and its importance to the neighborhood. Stress that the Job Search Club is "self-directed" and will require initiative and some hard work. Also emphasize the "timeless" quality of the skills being developed — job hunting skills may be used throughout a lifetime. Effective promotion and marketing of the Job Search Club's activities are essential in sustaining the program. An otherwise successful program may lose support because of an ineffective public relations campaign.

THE IMPORTANCE OF A WORK PLAN:

As you begin to activate a Job Search Club, one of the most helpful tools you will have is a well-thoughtout, complete work plan. This work plan details the tasks to be done, the deadlines for each, and identifies the person(s) responsible for the completion of each task. A sample workplan is included in the Appendix and contains the essential elements for implementing a Job Search Club. An organized, complete workplan helps make the transition from organizing and planning the program much smoother. It also helps assure continuity of the program should staff substitution or replacement become necessary.

BEGINNING OPERATIONS:

Once the work plan is complete, the group leader should recruit participants, screening them for eligibility and interest, and then informally assessing the reading skills of those enrolling. Participants who have difficulty completing the program application may have a reading problem. Applicants may be given a 2-3 paragraph article to read aloud to staff as a check on their reading skills. The Job Search training will be easier for slower readers if they are carefully placed into groups using more discussion than written exercises. Those who have difficulty reading a job application may complete one with assistance from the group leader or a peer. Stressing the *team effort* of a Job Search Club will help participants feel more at ease with helping each other within the group.

BRIEFING PARTICIPANTS:

Upon selection of participants, a session should be held to orient youth to the Job Search Club program. Participant expectations, program rules, and the schedule of activities should be discussed so that all parties are clear about what a Job Search Club does. The "self-directed" aspect of Job Search should be stressed and participants also may be interested to know that similiar programs are being conducted by Boys Clubs all across the country. It is recommended that each participant sign a Job Search Club contract. A sample copy that is reproducible may be found in the Appendix along with a suggested schedule for Job Search Club sessions.

THE JOB SEARCH LEADER'S GUIDE:

A complete set of training materials is included in **The Job Search Leader's Guide**. This resource includes recommended training techniques for the instructor and a series of structured lessons covering job hunting techniques and job-performance skills.

Each segment of the curriculum includes a number of resources for the instructor:

- a lesson plan detailing goals, objectives, materials, time constraints and recommended teaching methods;
- handouts and notes for participants;
- technical background information for the group leader when lesson subject matter requires specialized knowledge.

The Job Search Club uses pre-employment training materials which were developed by the staff of the Youth Employment Division of the Boys & Girls Club of Boston. These materials are based in part upon the "World of Work," a program originally developed by Boys Clubs of America. To "World of Work Orientation" has been added a section on specific job-search techniques. The combined result is the curriculum that is presented with the Job Search Club Program Training Guide.

The entire curriculum was tested and refined over a six-year period with over 1,500 participating teenagers. All were economically disadvantaged and more than half were members of various minority groups.

In Boston, over 80% of the youths who received the orientation went on to obtain their own jobs in the private sector. No government stipends were used: indeed, students were hired based on their own merits. The Job Search Training Guide, Operational Guide and Planning Guide were field tested in Boys Clubs located in Louisville, Kentucky; Chattanooga, Tennessee; North Little Rock, Arkansas and El Monte, California. Staff from these Clubs, who represented those with no previous youth employment programming to those with substantial experience, found these resources to be extremely helpful. More than 300 young people were involved and ranged in ages from 14 to 21. All were Club members living in neighborhoods experiencing high youth unemployment.

Placement rates for those completing the program ranged from 45% to 75%. Clearly, the self-directed Job Search Club Program works!

JOB SEARCH ACTIVITIES:

After the basic curriculum is completed, participants will begin job hunting on the telephone. As mentioned earlier, access to phone in a quiet location will be needed. Since most Job Search Club participants will be in school, job hunting will take place primarily between 2:00 p.m. and 5:00 p.m. Generally, it is not productive to job hunt in the evening.

Ideally, phones should be in the Club, someplace relatively quiet and free from interruptions. If the Club cannot provide such a space, perhaps a cooperating agency, board member, or local business may assist.

Be aware that a group of three young people job hunting will perhaps use two telephone lines at one time. If your Club only has two telephone lines available, additional lines may need to be installed so that the Job Search Club does not interfere with general Boys Club operations.

If your Club is located in an area with a well-defined "business district," participants may find it convenient to job hunt in person with resumes in hand. The telephone is probably best used to contact greater number of employers in different locations—a situation not conducive to "door-to-door" job hunting.

As the group leader, be prepared to provide encouragement and advice as each participant conducts his/her job search. Peer support also is valuable in boosting morale and giving suggestions for improvement. Job hunting can be frustrating and participants will need advice regarding types of businesses to call as well as help in "polishing" their telephone "scripts."

The group leader also should be available to counsel youth who are having difficulty in their job-hunts or whose problems outside of work are interfering with keeping a job. It may be necessary to enlist the support of a youth's parents to sit down with their child and decide if it is realistic for the young person to be working at this time.

Sometimes a participant will need more assistance than the group leader feels confident in providing. In that situation, it is the group leader's responsibility to investigate available services and to refer the participant to an appropriate agency or person.

Check to see if there is a "resource book" for your town which outlines available services. If not, do a little searching to find agencies which can assist with housing, child care, physical and mental health, and crisis intervention. Build a file of names, addresses and phone numbers so as to have contacts at hand to assist participants in need.

SPECIAL EVENTS:

As the Job Search Club program progresses, some "special events" may help to:

1) form and strengthen collaborations;
2) publicize the program to both potential members and employers
3) give recognition to successful graduates, cooperating employers and others providing assistance.

Special events may range from career guest speakers and small receptions hosted at the Club, to involvement in awards dinners and the holding of "career nights" which may involve several agencies.

It is important to recognize employers and others who assist Job Search Club. Recognition should involve both Club members and staff (representatives of the Boys Club). Enlist the aid of the Club director and other staff in planning an event for employers, adult volunteers and Board members who have helped the Job Search Club.

RECORD KEEPING:

Essentially, you will want to keep three types of records for your Job Search Club: Participant Records, Employer Records, and Program Records.

Participant Records should include:

- Program application
- One copy of participant's completed resume
- Any documentation used for entry into the program
- Any relevant correspondence regarding the participant (award letters, letters of recommendation, etc.)
- Follow-up form detailing participant's contact with employers and progress on the job.

Employer Records should include:

- Name of company, address, and phone number
- Contact person or head of personnel department
- Types of jobs obtained (and job descriptions when available)
- Rate of pay
- Personnel policies (if available)
- Sample of employment application
- Any other materials or information that may be helpful to Job Club Members.

Program Records should include:

- Number of participants enrolled
- Ages/sex
- Racial background
- Family incomes/other pertinent information
- Number of job placements made
- Types of jobs obtained
- Retention rates of participants working
- Number of hours worked weekly.

NOTE: The more accurate and complete your records, the easier it will be to submit program reports, compile statistics, and present your program for future consideration by foundations and other funding sources. Support your requests for assistance with hard facts!

Personal records always should be stored in locked (and fireproof) files to protect confidentiality and to preserve records.

EVALUATION:

There are two types of evaluation which are especially useful to the Job Club leader's evaluation of the subject matter and its presentation, and program evaluation (comparison of goals and objectives with actual outcomes).

Participants in the Job Search Club are the most useful critics for evaluating subject matter and presentation. Included in the Appendix is a reproducible Participant Evaluation Form which may provide valuable feedback on activities conducted. The answers on this form will also alert you to any "short-comings" in the instructors presentation. Combine the use of the evaluation form with group discussion to assist in revising and tailoring the Job Search Club for your Club members.

The program evaluation consists primarily of a comparison of anticipated outcomes with actual results. A statistical summary accompanied by a narrative report is a useful way to present an evaluation. The narrative allows you to explain special circumstances, unanticipated outcomes, and other supporting material not captured in statistics.

Appendix

1. JOB SEARCH CLUB LEADERS WORKPLAN
2. BOYS CLUBS OF AMERICA JOB SEARCH CLUB FLOW CHART AND PROGRAM PLAN
3. SUGGESTED JOB SEARCH CLUB CONTRACT
4. SAMPLE JOB SEARCH CLUB GROUP MEETING SCHEDULE
5. BLANK JOB SEARCH CLUB GROUP MEETING SCHEDULE
6. PARTICIPANT EVALUATION FORM

NOTE: These items have been prepared to be reproducible using copy machine or photo offset procedures. Save these forms for future use.

Leader's Workplan

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Operations Guide-1

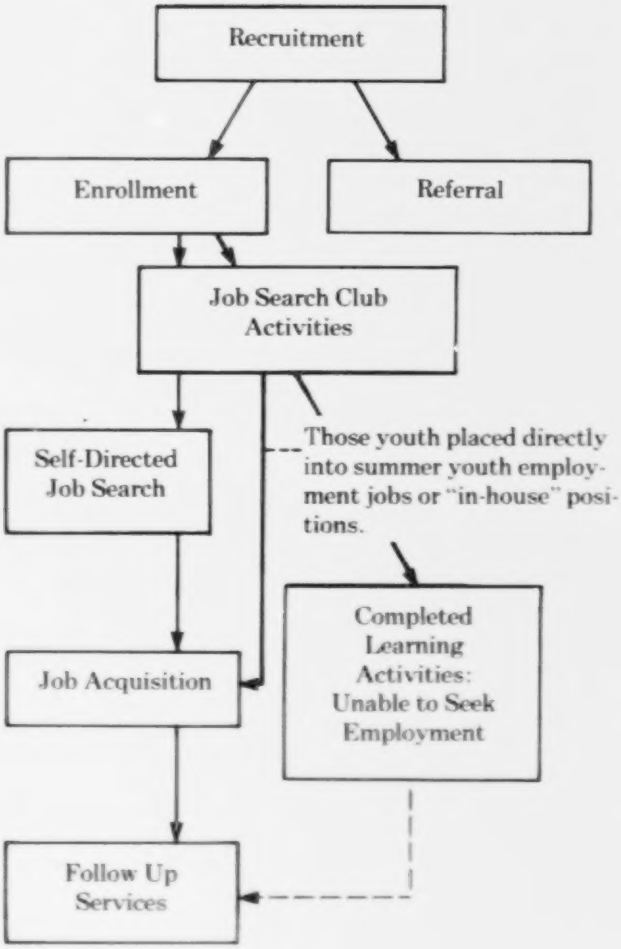
TASK	DEADLINE	COMPLETED BY:
Prepare recruitment materials (posters, brochures, handouts, flyers, radio announcements, etc.)		
Designate a "contact person" at the Club		
Send letters to persons who may refer youth (inside and outside) to club		
Follow-up letters with phone calls		
Establish program entry requirements		
Design an application form for participants with *all* necessary data included		
Establish maximum and minimum numbers for a Job Search Club to enroll		
Set up weekly schedule		
Plan a "kick-off" or open house		
Hold the open house for teenagers, parents, and/or employers		

–OVER–

Set up schedule of cycles to be conducted		
Design a method for handling waiting lists		
Establish any transportation arrangements which may be necessary		
Customize the Job Search Club materials to suit your Club		
Make copies of handouts for participants		
Gather equipment and supplies necessary (pens, pencils, paper, overhead projector, whatever!)		
Schedule the group meeting room		
Notify all participants of start date		
Get access to telephones		
Notify all personnel affected by Job Search Club's schedule		
Arrange for "receptionist" or other office staff employers' messages for participants when necessary		
Get phone books and directories		
Have area maps and transportation maps availabe for participants during job hunting		
Have copy of each participant's resume on file		

NOTE — You may not need all of these action steps or you may find others that need to be inserted to be helpful. Tailor this workplan to suit your needs.

Flow Chart And Program Design


Recruitment
Enrollment
Referral
Job Search Club Activities
Self-Directed Job Search
Those youth placed directly into summer youth employment jobs or "in-house" positions.
Job Acquisition
Completed Learning Activities: Unable to Seek Employment
Follow Up Services

Describe participant recruitment process including "how" and "by whom."

Determine eligibility according to guidelines established. Describe enrollment of participants.

Describe components of your Job Search Club, size of group to be enrolled, number of hours per week, activities planned, etc.

Describe how and when the actual job hunting by telephone takes place. Who will do it? How many days and hours per week will the telephones be available?

Detail projected placement rates for participants. Describe any "options" (i.e., those participants under the age of 16 will conduct a job search) but their job search may be for voluntary opportunities rather than paid situations.

Describe your follow-up procedure including frequency of contact, person conducting follow-up & duration of follow-up services.

Job Search Club Contract

THE PARTICIPANT AGREES TO:

ATTEND CLASSES REGULARLY…
(Describe here any attendance rules specific to your "Club")

ARRIVE ON TIME…
Students are expected to arrive punctually at all group meetings

PARTICIPATE AND COOPERATE…
Take part in group discussions
Ask questions
Express opinions
Treat the program seriously

THE JOB SEARCH CLUB GROUP LEADER AGREES TO:

PROVIDE VALUABLE INFORMATION about how to look for and keep a job

PROVIDE MATERIALS AND SKILLS that will be useful during future job hunts, and that can be passed on to other people

ASSIST PARTICIPANTS CONDUCTING A SELF-DIRECTED JOB SEARCH

PROVIDE FOLLOW-UP SERVICES to those participants who begin a job

We understand the rights and responsibilities provided under this contract, and agree to carry out our particular tasks to the best of our abilities.

PARTICIPANT'S SIGNATURE: ______________________

ADULT GROUP LEADER'S SIGNATURE: ______________________

Date: ____________________

Schedule of Meetings
Job Search Club Program

Operations Guide-4 Sample

Group Leader ______________________

Telephone ______________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
☐	3	4 Job Search 3-5 pm.	5	6 Job Search 3-5 pm.	7	☐
☐	10	11 Job Search 3-5 pm.	12	13 Job Search 3-5 pm.	14	☐
☐	17	18 Job Search 3-5 pm.	19	20 Job Search 3-5 pm	21	☐
☐	24	25 Christmas Day	26	27 Job Search 10 am. - 12	28 Job Search 10 am. - 12	☐
☐	31	1 January New Year's Day	2	3	4	☐

Schedule of Meetings
Job Search Club Program

Operations Guide-5

Group Leader ______________________

Telephone ______________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐

Participant Evaluation Form

Your comments about the "Job Search Club" and what it does will help us make the Club even better for those who take part.

Please be honest so that the Job Search Club will be as interesting and helpful as possible. Do *not* put your name on this form.

1. What did you think of today's group? Date: ____________

excellent! ______ pretty good ______ okay ______ pretty bad! ______ a bummer ______

2. What was the most important thing you learned in today's meeting?

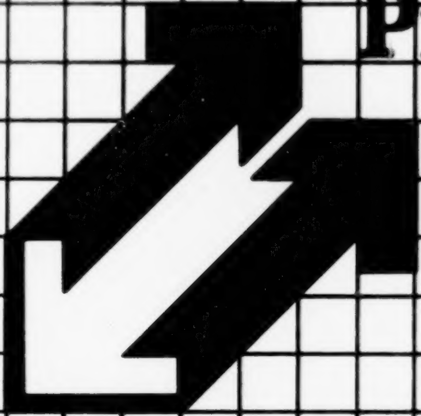
3. What was your favorite part of today's session?

4. What surprised you about today's lesson?

5. What didn't you like about the experience today?

6. What could be done to make the lesson better?

Job
Search
Club
Program



LEADER'S GUIDE

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Job Search Club Symbols

Reproduction *Training* *Contract* *Lesson Plan* *Handouts*

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Boys Clubs are in a unique position to assist young people entering the world of work. The influence of our Boards, the linkage of our organization with other community agencies and resource groups, the strength of our valued and diversified program helps to develop young people who have fundamental values needed in good workers. The Job Search Club Program gives us a way of effectively providing members with information and skills that can help them experience the joy and satisfaction of finding their own job. Therefore, to all those who provide PRODUCTIVE FUTURES through the Job Search Club Program, we also express our appreciation and gratitude.

William R. Bricker
National Director

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Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

The materials in this curriculum were originally based on the Boys Clubs of America **World of Work Curriculum Guide**. Over a period of years it was modified extensively by the Youth Employment Division staff of The Boys and Girls Clubs of Boston. As a part of Boys Clubs of America's involvement in the Department of Labor project of the National Collaboration For Youth the self-directed Job Search techniques were added to the program.

The lesson plans, leader's supplements or instructions in this **Job Search Club Leader's Guide** may *not* be duplicated or reproduced in any way. Handouts may be reproduced only for use in Boys Club education or training programs.

Organizations affiliated with Boys Clubs of America may obtain copies of the Job Search Club Guides through:

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Other organizations wishing to obtain the "**Job Search Project**" materials may obtain copies or written consent to use these materials by writing to the Boys & Girls Clubs of Boston, 15 Green Street, Charlestown, MA 02129.

Recommended Training Techniques

Boys Clubs of America
Job Search Club Program
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The Job Search Club training program is conducted in a group setting. The techniques used by the group leader are generally those used in the training of any groups.

LEADER PREPARATION:

As is true with any training situation, a well-prepared lesson will usually operate more smoothly than one which is invented on the spur of the moment. There are several variables which the leader controls that effect learning significantly:

- **Setting**: The room where sessions are to be held should be well-lighted and ventilated. Temperature should be at a level where participants are neither so warm that they should become drowsy nor so cold that they need jackets. The room should, as much as is possible in a Boys Club, be free from interruption, distractions, and outside noise.
- **Support Materials**: Before starting a session, the wise trainer makes sure that the following items are available:
  - —a blackboard or newsprint pad.
  - —chalk or magic markers.
  - —a table(s) large enough for participants to sit around without cramping.
  - —enough chairs for all participants.
  - —electrical outlets.
  - —scrap paper.
  - —film projector, screen, and extra bulb
  - —handouts for all participants.
  - —a clock or wristwatch to time exercises.
  - —any other "props" necessary for particular lesson plans.
- **Planning**: The advisor should thoroughly review lesson plans prior to any session. Inherent in this process are the following tasks:
  - —becoming familiar with all of the major points that must be made during the lesson.
  - —formulating one or two concrete examples which illustrate each point.
  - —reviewing the background of each participant to insure that the level of instruction is neither too sophisticated nor too elementary.
  - —insuring that the mix of activities incorporates enough variety so that the potential for student boredom is minimized.
  - —including activities which allow a combination of theory and related practice.
  - —making any other revisions to the curriculum which are necessary to fit participant's needs or to adjust lessons to fit the locale.

TEACHING METHODS:

All lessons in this guide include leader's instructions, goals, objectives, and handouts. Although lesson plans describe possible methods for conducting each session, they do *not* describe the only way! It is recommended that trainers use the lesson plans as a "base" upon which to experiment.

The handouts included in this curriculum are labeled HANDOUT in the upper righthand corner of each page. They are printed on white paper to make them easier to photocopy.

The number of topics contained in this guide were identified by the four Boys Club field test sites as the minimum necessary for basic survival in the labor market. These have been labeled CORE.

In all exercises, the following is suggested:

- Introduce the topic.
- Explain the techniques which will be used to teach the topic.
- Review the goals of the exercise so that participants will know for what they are striving.
- Outline the roles or duties of participants.
- Allow questions to insure that instructions were clear.
- Start the exercise.
- Make time announcements if necessary.
- End the exercise.
- All feedback from participants.
- Summarize the major points made during the exercise.

Whenever possible, leaders should avoid "teaching at" participants. Instead, an effort should be made to choose educational methods which maximize participant involvement. Members should be encouraged to share their experiences, express their feelings and ideas, and try out new behaviors.

There are many training methods which allow for "active learning." The most common are briefly described over the next several pages. Please note that the number of participants in any group will often limit the techniques that may be used. The Job Search Club works best with a maximum of twelve to fifteen participants.

—OVER—

TRAINING TECHNIQUES:

- **Brainstorming**: a technique used primarily to generate ideas or solve problems in which participants suggest all of the possible answers to a question that they can. Criticism and discussion are not allowed while suggestions are being made. All suggestions are posted regardless of merit. Discussion and/or evaluation occur only when all suggestions have been listed.

PROS

+ Brainstorming is an excellent warm-up or start-up exercise for a new group because of its non-threatening nature. No input is wrong or unacceptable.
+ It can be used with any size group, although a minimum of six participants is recommended.
+ Brainstorming is an excellent way for a leader to observe young people. It provides a feel for who is shy, outgoing, interested, bored or confused.

CONS

— Sometimes the more talkative participants monopolize the exercise. Group advisors must monitor who is providing input to insure that a few youths aren't providing all of the suggestions.

— Some of the ideas generated may be very "far out."

- **Lecture:** the commonly used technique in which the trainer speaks and trainees listen. For the purposes of the Job Work Club, lecturing should be used sparingly. In most cases, a maximum of three minutes at a time should suffice. Lecture is best reserved for information which the students could not possibly know from previous experiences. If possible, lectures should be accompanied by audiovisual or visual aids.

PROS:

+ Lecturing provides the most information in the shortest period of time.
+ The trainer controls the flow and type of information.
+ Lecturing is useful to summerize or clarify points made by participants in earlier activities.
+ The technique can be done well if the leader is entertaining, unpredictable, modulates his/her voice, keeps moving, and uses visual stimuli.

CONS:

— Lecture can be boring if not done well or if used for an extended period of time.

— Both the subject and the trainer can produce boredom.

— Lecture is one-way communication. No allowance is made for feedback, hence the leader cannot tell what or how much is being absorbed.

— Lecture Conveys theory but does not allow participants to use what they've learned.

— The trainer cannot assess the progress of individual participants.

- **Lecture-Forum:** a variation of lecture which incorporates a question/answer period after the lecture ends.

PROS:

+ Provides more activity for participants than lecture alone.
+ Allows for some two-way communication to occur.
+ Enables participants to explore selected portions of the content in greater detail.
+ Same "pros" as listed under "Lecture" above.

CONS:

— Takes more time than standard lecture.

— Can still put class to sleep if lecture is carried on too long.

- **Sub-Groups/Teams:** a method which allows for increased individual participation by breaking down the class into smaller task-groups.

DYADS: involves breaking down the class into teams of two. Active roles must be given to each team member along with specific tasks to accomplish. Often, team members reverse roles during a second round of the same task.

TRIADS: involves breaking down the class into teams of three. Active roles are important, as with dyads.

PROS:

+ Teams are usually less threatening to participants than are large groups.
+ Teams allow for more personal activity.
+ Participants get to know each other and practice teamwork.
+ In interview training, dyads or triads may be used. In dyads, one participant plays the "interviewer" while the other plays the "interviewee." In triads, the third person acts as an observer by providing detailed feedback to his/her teammates.
+ Teams may be pitted against each other in competitive activities.

CONS:

— Partners can be mismatched.

— Participants must have enough knowledge of the subject to maintain activities without much support from the leader.

— The trainer must give very clear directions and provide support materials.

— Can become too process-oriented so that participants can miss the objectives of the lesson entirely.

— Participant roles and tasks *must* be very clearly defined.

— Can be very time-consuming.

- **List-Generation**: a procedure in which individuals or teams write lists of "do's and don'ts," usually in a competitive environment and/or with time-constraints. List-generation is similar to brainstorming except that suggestions are judged *prior* to their listing. If a team is involved, members must agree that a suggestion has merit before they offer it to the entire group. Usually, teams appoint a "recorder" who writes down down team suggestions and later reports them to everyone.

PROS: + Allows for individual participation coupled with team support and criticism.

+ Same "pros" as listed above under "Sub-Group/Teams."

CONS: — Rejection of a team member's suggestions by his/her peers can cause problems if it happens regularly or is done in a non-tactful way.

— Same "cons" as listed above under "Sub-Groups/Teams."

- **Role-Playing**: the acting-out of situations or of responses to situations where human interaction is involved. Usually role-plays are used to analyze a situation or to provide feedback to a player about his/her own behavior. It allows participants to imagine themselves in real-life situations, to think like "somebody else," to feel the emotions accompanying those situations, and to model responses (both appropriate and inappropriate) to those situations. Roles may be written or outlined by the trainer. They may be ad-libbed or prestructed. Discussion may occur before, after, or in "stop-action" situations.

PROS: + Role-playing is visual. It allows observers to see a situation rather than imagine or interpret it.

+ Students get to deal with a real-life problem and choose reactions without the penalties that could occur in the real situation.

+ Participants get to see that any problem has a number of alternative solutions which in turn will produce different results.

+ Role-playing is a *must* when developing job-interviewing skills and on-the-job coping-skills.

+ Leaders can observe behaviors of participants so that needs for further instruction, remedial help, or attitude problems may be identified.

CONS: — Participants may resist role-playing at first because of shyness or lack of clarity about what they're supposed to do. Often, it may be help for the trainer and volunteer to role play a few scenes prior to requesting that participants do so.

— Participants may draw misconceptions from faulty observation.

— Participants may find role-playing threatening.

— Without close supervision, bad actions can be learned and assumed to be good.

- **Competitive Task Groups:** involves splitting the group into teams each of which receives a task to complete in competition with other teams. Usually a scoring system is used. Most commonly, teams are instructed to generate identical lists. Then one team names an item from its list and in turn another team must say why that item is important, what it means, etc. Points are given for stumping another team or for generating the longest valid list. Some sort of reward is recommended for the winning team.

PROS: + Competitive task groups are very task-oriented. They will usually generate more information among themselves than would non-competitive team.

+ Teams allow for more activity among individuals.

+ Teams are usually less threatening than large groups.

CONS: — If team members aren't carefully picked, there may be blatant mismatches.

— A lack of clear instructions, agreed upon game rules, or criteria for success/failure can ruin the exercise.

— Some participants can be "the losers."

— Blame-placing can occur.

- **Questions And Answer**: is a simple form of exercise in which the class can ask the leader questions, the leader can ask the class questions, or teams can ask other teams questions. Q&A is especially useful in competitive activities. Questions may be written or verbal, ad-libbed or prepared, and even submitted anonymously.

PROS: + Highly participants must think quickly if they are the "answerers."

+ If answerers are chosen randomly, the pressure of wondering whether "I'm gonna be picked" keeps everyone awake and on their toes.

CONS: — Enrollees who repeatedly fail to answer questions correctly may cease participation in future classes.

— Some participants may find the activity threatening, especially if it is initiated before the Instructor has gained the trust of the group.

- **Reading/Writing**: may often be used where such skills are necessary to complete job applications, writing resumes, interpreting want-ads, and using the Yellow Pages.

- **Group Discussions:** are used to elicit opinions on subjects where there is room for disagreement, controversy, or alternative viewpoints. If group is loose enough, and if the subject is a "good" one, the advisor merely has to present a question for discussion and the group will take over from there.

Once the group starts actively participating, the leader should move as much into the backgroud as possible. Questions must be open-ended . . . not requiring a yes-or-no answer to one-word response. If a group is "tight," the trainer may ask "who is of opinion A and who is of opinion B"? Teams may then be formed with the task of designing a debate. Teams may be assigned their own opinions to defend or (more interestingly) may be told to defend the argument which they initially disagreed with.

PROS: + Participants must really think.

+ Exposes participants to alternatives and different ways of thinking from their own.

+ Very participant-active.

—OVER—

+ Covers an issue in detail.

+ Usually offers peers a subtle way to pressure others away from inappropriate behaviors.

CONS: — Some participants may monopolize the discussion.

— Adolescents may be hesitant to offer opinions which seem counter to group concensus.

— Discussions are difficult to start until a leader has gained the trust of the group.

— Discussions are difficult to start if the group has not had time to be comfortable with each other.

— A lousy topic can ruin a discussion.

- **Games**: may be used to make learning more fun. They utilize many of the other facilitation techniques supplemented by props such as cards, game-boards, tokens, penalties, puzzles, or game show formats. Competition is usually intense and participant interest high.

PROS: + "Fun stuff" with learning involved.

+ Releases energy, uses imagination, and generates ideas.

+ A great way to review major facts from previously taught subjects.

+ Games may use many existing resources which participants are already familiar with.

+ Comments under "competitive task groups" apply to games.

CONS: — If the leader fails to structure the games carefully, they will flop.

— Unclear rules for playing can ruin games.

— Competition can cause problems (see "competitive task groups").

- **Demonstrations**: are activities in which one or more people "show how it is done." They usually work best when followed by an opportunity for members to give it a try. Demonstration followed by practice is one of the best means for learning simple skills as long as the practice is critiqued.

PROS: + Can be done quickly and is more effective than purely verbal instructions.

+ Very effective when procedures are broken down into simple steps.

CONS: — Notoriously ineffective when not followed by practice or feedback.

— Can become boring if participants remain inactive.

— Complicated procedures can be quite confusing if not broken down into step-by-step processes.

- **Case Studies**: are accounts of problem situations which include sufficient information to make it possible for groups to analyze the problems involved. Normally, more than one "solution" is possible, although each has merits and drawbacks. Usually, a case will describe a common problem encountered on the job, in school, in the club, or with family or peers. Cases can be analyzed by the entire group or in subgroups who ultimately debate each other's situations.

PROS: + Exposes members to common problem situations.

+ Can be used as a vehicle to conduct value-clarification exercises.

+ Can be easily designed to fit members needs.

CONS: — Requires both knowledge and skill needed to solve the problem.

— Requires detailed reading.

— Is not member-centered . . . describes somebody else's problem without guarantee that the same problem will happen to members of the group.

— Participants often learn how to cope only with the exact situation described in the case-study, and don't automatically generalize the coping skills to other similar situations.

- **Video-Tape Feedback**: is the taping of any activity and subsequent playback so that participants may judge their own . . . and others . . . performance. This method is most effective when done "stop-action" so that each behavior is analyzed individually.

PROS: + Picks up verbal input, reactions, mannerisms, body language, etc.

+ Allows a participant to critique him/herself in detail.

+ A great tool when teaching job-interview skills.

+ May be used to show progress if taping is done before and after a skill is practiced.

CONS: — May be threatening to participants.

— Requires access to expensive equipment.

— Can be very time-consuming to conduct exercises followed by the in-depth feedback the video-tape allows.

Other Techniques: are numerous and should be used to supplement the aforementioned activities as often as possible. Variety is important to maintain participants' motivation and interest. For example:

Team Teaching
Ice Breakers
Warm-ups
Real-life experiences
Film-strips
Field Trips
Guest Speakers
Puzzles
Movies
Scavenger Hunts

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Designing Lesson Plans

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Leader's Guide

The lesson plans contained in this guide are examples of successful ways to convey Job Search Club topics. They do *not* represent the *only* ways to do so. It is recommended that leaders develop their own lesson plans after gaining familiarity with the subject matter.

This Chapter is intended to help people with little or no experience in course planning and training to develop effective and interesting learning sessions. These guidelines should be regarded as *basic* steps and are in no way intended to replace imagination or creativity.

STEP ONE: Know Who You're Working With

A knowledge of the characteristics of your group members is important. It involves looking at the particular strengths and weaknesses that each person brings to the program. This analysis includes:

- previous exposure to orientation subjects
- reading level
- extent of motivation
- preferences regarding learning styles
- age and level of maturity
- previous experience in the labor market

Although there will always be some differences between members, the leader should be able to identify some similarities and come to some general conclusions about the group as a whole.

This kind of information may be used to:

- determine which parts of the Job Search Club curriculum need emphasis
- select training aids and materials appropriate to members needs
- choose learning methods which are neither too elementary nor too sophisticated for the group.

STEP TWO: Define Your Topic

In the case of the Job Search Club curriculum, the umbrella topic of "Getting Ready for Work" has been broken down into "topics." Once a topic has been defined, it is broken down into a step-by-step series of "sub-topics." This is done to simplify lesson design and to avoid overwhelming participants with disorganized masses of information.

For example: TOPIC: Getting Ready For Work
SUB-TOPICS: Personal Information
Education/Schooling
Medical History
Criminal Record
etc.

Where appropriate, reproducible handouts have been prepared and are named to correspond to the correct Topic and Sub-Topic.

STEP THREE: Define The Limits

Once you've figured out the topics you must convey, the next step is to determine how much time it will take to adequately present them. This often involves a bit of educated guess-work.

STEP FOUR: Determine Your Lesson Objectives

Any training method that will result in learning must incorporate in its design the end result to be obtained. It must have measurable, learning objectives which define the outcomes of the lesson. In other words, when the lesson is completed, what will the trainees be able to do?

It is insufficient to say, for example, that trainees will know how to handle an interview. The words "know" and "handle" are vague enough so that different people could define them in different ways.

An objective contains an explicit specification of the expected results of a lesson. When an end is stated as an objective, little doubt should be left as to what is to be achieved.

For example: GOOD OBJECTIVE . . .

Upon completion of this session, 15 trainees will be able to:

- list four behaviors which could damage one's chances of obtaining a job if done during an interview;
- describe acceptable modes of dress when attending interviews for three types of jobs;
- demonstrate recommended posture and body language for job interviews;
- provide detailed answers to 12 common interview questions; etc., etc., etc. . . .

—OVER—

If the leader has previously defined the topics and subtopics, organized them into a logical sequence, and formulated measurable objectives, choosing teaching methods should be fairly simple.

BAD OBJECTIVE . . .

Participants will understand how to take a job interview.

Note the key features of a good objective:

- It sets a time when behaviors will be achieved. (In the example above, the time-statement is "Upon completion of this session.")
- It utilizes verbs which are action-oriented, observable, and measurable. (In the example above, the verbs are "list," "describe," "demonstrate," and "provide." These are observable in contrast to "know" or "understand" which cannot be measured.)
- It tells *who* will achieve session objectives, and includes a number (or percent) of participants who will do so. (i.e., One cannot assume that every member will learn all material completely!)
- It describes exactly what constitutes successful performance.

Writing measurable objectives allows the leader to determine exactly what members have learned. In turn, this makes program evaluation much easier.

Some common, measurable verbs which may be used in objectives are:

WORDS THAT IMPLY "KNOWING"

List
Tell
Locate
Define
Identify

WORDS THAT IMPLY "UNDERSTANDING"

Describe
Convert
Illustrate
Explain
Summarize

WORDS THAT IMPLY "APPLICATION"

Apply
Use
Solve
Perform
Construct
Demonstrate

WORDS THAT IMPLY "ANALYSIS"

Analyze
Differentiate
Debate
Determine
Distinguish
Organize
Generalize

WORDS THAT IMPLY "CREATIVITY"

Create
Plan
Develop
Design
Produce

WORDS THAT IMPLY "JUDGMENT"

Judge
Decide
Evaluate
Contrast
Compare
Conclude

Words to AVOID
because they are *not* measurable include:

Know
Understand
Value
Appreciate
Think
Be familiar with
Improve Efficiency

STEP FIVE: Choose Teaching Methods

As described in the previous chapter, there are numerous methods to convey information in a group setting. The leader should use a variety of methods, should attempt to convey theory augmented by practice, and should appeal to as many of the trainees' senses (eyes, ears, and touch) as possible.

Regardless of methods selected, the trainer may assume that a lesson plan will include at least the following:

- presentation of the material or subject-matter (theory)
- practice in applying the material (practice . . . either real or mock)
- feedback and critique of practice
- review of major points or skills covered in the lesson.

STEP SIX: Define Evaluation Criteria

The trainer cannot *assume* that his/her group has been effective unless there is some system of evaluation. It is not enough to provide "interesting" classes. Neither is it sufficient to write measurable objectives without providing for measurement.

Inherent in any training situation must be some vehicle for evaluation. Measurement may take various forms including tests, reports, verbal quizzes, demonstration, role-plays, etc. Evaluation methods relate directly to the learning objectives.

And, now, on to the lesson plans. And, please, enjoy yourself as you assist Club members gain a lifelong skill that helps them to enjoy PRODUCTIVE FUTURES.

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Introduction to the Job Search Club Program

Boys Clubs of America
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GOAL: To familiarize participants with the objectives, responsibilities, and structure of the Job Search Club Orientation.

TIME REQUIRED: 40 minutes

RESOURCES REQUIRED:
- Handout: "Job Search Club Contract"
- Handout: class schedule
- Scrap paper
- Folder or portfolios
- Pencils/pens

PROCESS:

A. The leader, after introducing him/herself, should explain the major goals of the Job Search Club:

- to train members how to find their own jobs, write resumes, fill out job applications, and handle job interviews.
- to show members how they can excel on their jobs and make working a pleasant experience.
- to initiate development in each member of personal strengths which will contribute to job and career success.

B. The trainer then should explain how the groups will be organized and run:

- as a group discussion... *not* as a lecture. It should be made very clear to each person that what he/she thinks counts is worth mentioning, and will not be subject to ridicule. All members should contribute as often as possible.
- in an informal atmosphere. Members may come dressed as they wish, may bring a soft drink to drink if they wish, etc., if this is an acceptable practice in your Club.
- scheduled on a regular basis during the hours of
  ____________ to ____________, on the days of
  ____________, for __________ number of weeks.
- with the leader available after meetings to discuss topics on an individual basis if requested.

C. The trainer finally should explain the rules of the program and the behaviors expected of members:

- **Attendance is mandatory.** There is so much material to be covered in these sessions that even one absence can mean a lot of missed material, and more importantly, can create confusion in subsequent meetings.
- **Punctuality is equally important.** Even five-minutes-late will cause problems because the group shouldn't start until everyone is present. If a member walks in late and the session has already started, all activities must stop while the leader re-explains what has already been done. This holds up the rest of the group, and as a result everybody has to leave later... a bummer!
- **Effort and participation are stressed.** Nobody is here for a "free ride." Members who sit half-asleep, or who do not participate, will not learn nearly as much as those who play an active part. Poor group performance can be expected to later effect job performance.
- **Members are expected and encouraged to ask questions.** If any topic is unclear, enrollees should request immediate clarification. Asking questions does not indicate low intelligence, in fact it indicates a desire to learn. It is the leader's duty to insure that his/her instructions and explanations are clear and concise. The trainer should not move on to a new subject until he/she is positive that what has been said is thoroughly understood. Nevertheless, it is not possible for the advisor to determine confusion without input from the members themselves.
- **Enrollees must take the orientation seriously.** Sessions will be much less formal than school; nevertheless, this does not imply a license for complete chaos to break loose. The Job Search Club can be fun and everyone will have a chance to have their say; however, since this is a youth employment training program the trainer is the BOSS!!!

D. The trainer should distribute materials for use in the classes:

- Each person should receive the following:
  - a. several sheets of scrap paper
  - b. a pencil or pen
  - c. a calendar page listing the schedule of group meetings
  - d. a portfolio or folder to hold all materials & handouts
- Explain that members must bring their folders to each class and should keep all handouts in them. Lost materials will be cheerfully replaced if so requested. At the end of the Job

—OVER—

Search Club, the folder will have become a complete "Survival Manual" of job-related information for future reference.

- Have the group briefly discuss program rules and the reasons for them. Then have the group formulate penalties for those members who may break the rules. (It should be made clear that once the group has decided on what the penalties will be, those penalties will be carried out. The group in effect will police itself.)

E. Discuss the class schedule, being sure to emphasize the following points:

- The meeting days & times indicated are equally important, attendance is mandatory, and missing even one class means losing out on a great deal of important information.
- Sessions will *not* be called off due to weather except in cases of extreme snow emergency. If members are unsure whether there will be a session on a scheduled day, they should call the leader (whose name and phone number should appear on the top of their class schedule).
- If a member is forced to miss a class, he/she must contact the trainer *in advance* and give a *valid* excuse.

F. Distribute and explain the "Job Search Club Contract." Each student should be given two copies. Both should be signed by the member and the leader. One copy should then be returned to the leader while the member retains the other.

Job Search
Club Contract

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–1
Core Lesson Plan – 1

THE PARTICIPANT AGREES TO:

ATTEND CLASSES REGULARLY...
(Describe here any attendance rules specific to your "Club")

ARRIVE ON TIME...
Students are expected to arrive punctually at all group meetings

PARTICIPATE AND COOPERATE...
Take part in group discussions
Ask questions
Express opinions
Treat the program seriously

THE JOB SEARCH CLUB GROUP LEADER AGREES TO:

PROVIDE VALUABLE INFORMATION about how to look for and keep a job

PROVIDE MATERIALS AND SKILLS that will be useful during future job hunts, and that can be passed on to other people

ASSIST PARTICIPANTS CONDUCTING A SELF-DIRECTED JOB SEARCH

PROVIDE FOLLOW-UP SERVICES to those participants who begin a job

We understand the rights and responsibilities provided under this contract, and agree to carry out our particular tasks to the best of our abilities.

PARTICIPANT'S SIGNATURE: ______________________________

ADULT GROUP LEADER'S SIGNATURE: ______________________________

Date: ______________

Schedule of Meetings
Job Search Club Program

HANDOUT – 2
Core Lesson Plan – 1

Group Leader ______________________________

Telephone ________________________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐

How Well Do You Follow Directions?

Boys Clubs of America
Job Search Club Program

Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN – 1-A

(ICEBREAKER)

GOALS:
- To "break the ice" with a new Job Search Club.
- To show the importance of reading and listening to directions carefully.

OBJECTIVES:
- Given the handout "How Well Do You Follow Directions?," members will attempt to follow its directions.
- Members will analyze the importance of following directions.

MATERIALS REQUIRED:
- Handout: "How Well Do You Follow Directions?"
- Paper and pencils

TIME FRAME: 10 minutes

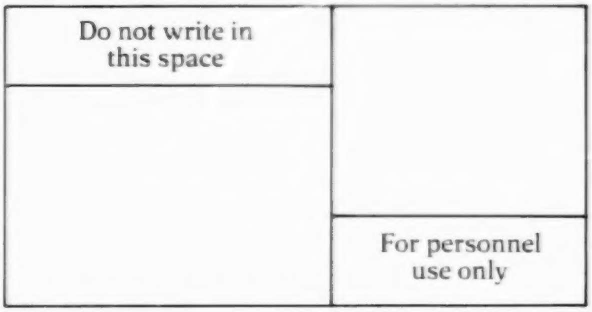
PROCESS:

Give each member a pencil and one sheet of white, lined paper.

Explain that the group will be taking a test which will see how well they follow directions under pressure. Emphasize that they will be given *only five minutes* to complete the test, and thus should work *as fast as they possibly can*! Explain also, that when they are finished, they should turn their papers over and remain silent.

Distribute copies of "How Well Do You Follow Directions?" to the class (*face down*). Before allowing the group to begin, emphasize once again that they should follow directions carefully, and should work as fast as possible. When this explanation is completed, tell the group to "start," and allow them five minutes. (NOTE: Upon completion, those who followed directions correctly will have written their name and left the rest of the paper blank.)

Probably many members of the group will be frantically trying to follow all the directions. There will be laughter and embarrassment when they find out what they should have done! Don't spoil the fun by giving these people a long lecture about the value of following directions carefully. This exercise is as much an icebreaker as anything else. Simply ask for one or two comments from the group about whether there were any lessons to be drawn from this experience related to things that could happen on the job, or when applying. Give them the example of an applicant trying to fill in all the blanks in the part of a job application that says "DO NOT WRITE IN THIS SPACE" or "FOR PERSONNEL USE ONLY." This shows a real life consequence of not reading directions carefully.



Do not write in this space

For personnel use only

NOTE: "How Well Do You Follow Directions?" has been used in several workshops we have attended. We believe that it originated in a textbook titled *The World of Work*, but are unable to validate its' source. We would like to express our appreciation to the author, whoever he/she is, and apologies for modifications that may have occurred in its transmission.

How Well Do You Follow Directions?

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT— 1
Core Lesson Plan — 1-A

1. READ ALL DIRECTIONS BEFORE DOING ANYTHING
2. ON A SHEET OF LINED PAPER, WRITE YOUR NAME IN THE UPPER RIGHT CORNER
3. NUMBER YOUR PAPER FROM #1 to #7, LEAVING TWO BLANK SPACES BETWEEN EACH NUMBER
4. DRAW FIVE SMALL SQUARES BESIDE #1
5. PUT AN "X" IN THE SECOND AND FOURTH SQUARES
6. PUT A CIRCLE AROUND #2 ON YOUR PAPER
7. COUNT THE NUMBER OF WORDS IN THE FIRST SENTENCE AND WRITE THE ANSWER BESIDE #3 ON YOUR PAPER
8. SAY YOUR NAME OUT LOUD
9. WRITE TODAY'S DATE BESIDE #4 ON YOUR PAPER
10. STAND UP AND SIT BACK DOWN AGAIN
11. CHOOSE ONE OF THE FOLLOWING WORDS AND SAY IT OUT LOUD:
    - Iguana
    - Moose
    - Gunky
    - Geek
12. WRITE THE WORDS "JOB SEARCH CLUB" BESIDE #5 ON YOUR PAPER
13. NOW THAT YOU HAVE COMPLETED THE READING, SKIP ALL DIRECTIONS EXCEPT THE FIRST TWO.

Interviewing Each Other

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

Core Lesson Plan — 1-B

(ICEBREAKER)

GOAL: Participants will get to know each other, and will practice communication and interviewing skills.

OBJECTIVE: Given sample questions, participants will offer detailed answers to questions asked by other members.

MATERIALS REQUIRED:
- Envelopes
- Handout: "Ask the Person..."(cut into strips)
- Handout: "Interview Questions"

TIME FRAME: 1 hour

PROCESS:

- Review the "Ask the Person" instructions to see which are appropriate for your particular group (and improvise other instructions if feeling creative!).
- Cut up the instructions on "Ask the Person" so that there is one instruction on every strip of paper. Put 2 strips into an envelope for each student.
- Tell the students that this exercise is to help them get to know each other better. It will also give them practice in the interview techniques that they will eventually use in job interviews.
- Pass out "Interview Questions." Emphasize that members are free to think up their own questions when they are interviewing each other.
- Announce a rule at the beginning of the exercise: "Don't let anyone give *one-word* answers." Interviewers must ask a follow-up question whenever dissatisfied with an inadequate response. TELL THE GROUP THAT THIS PRACTICE IN GIVING FULL ANSWERS TO QUESTIONS WILL BE VERY IMPORTANT TO THEM IN JOB INTERVIEWS.
- The whole group can participate actively in figuring out who should be interviewed. For instance, if the first member to ask a question picks an instruction out of their envelope that says "Ask the tallest person in the room...," the class can determine (by measurement, if necessary) who is the tallest. Then the first participant will choose a question that he/she wants to ask. Once the tallest person in the room has answered satisfactorily, he/she then draws an instruction from the envelope and will get to ask someone else a question.

Ask The Person

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–1
Core Lesson Plan – 1B

Cut into strips

ASK THE PERSON WEARING THE MOST RED…

ASK THE PERSON WHO LOOKS MOST LIKE YOU…

ASK THE TALLEST PERSON IN THE ROOM…

ASK SOMEONE WHO YOU'VE NEVER MET BEFORE…

ASK THE PERSON WEARING THE MOST BLUE…

ASK SOMEONE WHO YOU THINK IS THE SAME SIGN AS YOU ARE…

ASK THE PERSON WEARING THE MOST JEWELRY…

ASK THE PERSON WHO LIVES CLOSEST TO YOUR HOME…

ASK THE PERSON CLOSEST TO YOUR HEIGHT…

ASK THE PERSON IN THE ROOM WHO IS MOST ACTIVE IN SPORTS…

ASK THE PERSON WHOS HAS THE MOST BROTHERS AND SISTERS…

ASK SOMEONE WHO IS THE OLDEST CHILD IN THEIR FAMILY…

ASK SOMEONE WHO WEARS GLASSES…

ASK THE PERSON LIVING CLOSEST TO THE BOYS CLUB…

Interview Questions

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–2
Core Lesson Plan – 1B

IF YOU DIDN'T LIVE IN YOUR NEIGHBORHOOD, WHERE WOULD YOU LIKE TO LIVE?

DESCRIBE TWO THINGS THAT YOU LIKE, AND TWO THINGS THAT YOU DISLIKE ABOUT YOUR NEIGHBORHOOD.

WHERE DO SOME OF YOUR CLOSEST RELATIVES LIVE? HAVE YOU EVER VISITED THEM? WHAT DID YOU THINK ABOUT WHERE THEY LIVE?

WHERE IS THE MOST BEAUTIFUL PLACE YOU HAVE EVER BEEN? DESCRIBE IT.

TALK ABOUT YOUR MOST INTERESTING RELATIVE.

WHAT IS YOUR SCHOOL LIKE? WHAT DO YOU LIKE AND DISLIKE ABOUT IT?

WHAT WAS YOUR FIRST JOB LIKE?

WHAT IS YOUR FAVORITE ACTIVITY OR SPORT? WHY?

WHAT IS YOUR FAVORITE MOVIE? WHY?

WHAT DO YOU DREAM ABOUT DOING WHEN YOU'RE OLDER?

WHO IS THE PERSON YOU ADMIRE MOST? WHY?

WHAT KIND OF MUSIC DO YOU LIKE? WHO ARE YOUR FAVORITE BANDS AND MUSICIANS? WHAT ARE YOUR FAVORITE SONGS?

WHAT DO YOU DO BEST?

WHAT IS YOUR MOST ATTRACTIVE QUALITY?

WHAT KIND OF JOB WOULD YOU LIKE TO GET THROUGH THIS PROGRAM? WHY IS IT ATTRACTIVE TO YOU?

WHAT IS THE MOST EMBARRASSING SITUATION YOU WERE EVER IN?

WHAT WAS THE SITUATION THAT MADE YOU FEEL MOST PROUD OF YOURSELF?

Getting Ready For Work

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN—2
Supplement

NOTES FOR INSTRUCTORS

BEFORE LEADING THE "GETTING READY FOR WORK" EXERCISE, ADVISORS SHOULD FAMILIARIZE THEMSELVES WITH THE BACKGROUD INFORMATION IN THIS SECTION. THESE NOTES ARE BASED UPON OBSERVATIONS OF COMMON RESPONSES TO THE QUESTIONS IN THE HANDOUT.

PART I: PERSONAL INFORMATION:

This section should not cause major problems for participants; however, they should double-check their answers for accuracy. Personal information is vital for all job-hunting efforts and will be requested on most job applications.

PART II: EDUCATION/SCHOOLING:

Members should always provide the proper name of the most recent high-school they've attended. Its address should be complete, including town and zip code.

Participants often have difficulty remembering the dates they attended a particular school. One may assume that the months they attended ranged from September to June. The years may be determined by counting back in time.

"Last Grade Completed" should be the last full school year which the student successfully finished.

"Major" refers to the primary course of study that the student has been pursuing. Common high-school majors include "college courses," "business course," "general course," "trade course," etc.

"Other School" is usually a junior high-school, other high-school, technical school, or other educational institution not listed previously.

"What did you like most about school?" is asked to prepare youths for the common interview questions, "How do you feel about school?." For the purpose of this exercise, members should not respond with answers pertaining to subjects, but instead should cover opinions relating to teachers, atmosphere, activities, values, and other non-subject items. Make sure that participants explain the reasons for their opinions.

"What did you like least about school?" should pose few problems for the "typical" teenager. The same rules apply as are outlined in the previous question.

"What subjects did/do you enjoy most or do the best in?" is asked primarily to determine what the individual's academic strengths and potential skills are. Responses should take into consideration all subjects studied between the 7th and 12th grades.

"What subjects were the most difficult?" will pinpoint skills and jobs which could conceivably cause problems because of tasks which utilize those same subjects.

"Would you rate yourself as an A, B, C, or D student?" prepares members to answer the common interview question, "How are your grades?." Any "A" or "B" grades may be used as "selling points" in interviews. Note that the question asks participants to do a self-rating... not to remark about how their teachers feel.

PART III: MEDICAL HISTORY:

It is extremely important that individuals be aware of their physical abilities and limitations before applying for a job. Some members may have a "condition" which they think is a disability, but in actuality is not. For example, it is not uncommon for some people to think that wearing glasses might hurt their chances for a job. It may help for the leader to define the term "disability." If the member does have an actual disability he or she should be counseled by the advisor to use discretion in deciding whether to write it on the application. If the disability is physically obvious, or if the job will require a physical exam and the disability is something that would be detected in the physical, then the person should definitely include it on the application. If the disability is something that is not physically obvious and will not affect work performance, the individual may decide not to write anything on the application. Another possibility, if the member is uncertain about listing the disability on the application would be to leave it out, but discuss it with the interviewer if he/she seems sympathetic.

PART IV: CRIMINAL RECORD:

Police and/or court involvement is a very touchy issue with many employers. They are often hesitant to hire an offender no matter how minimal the criminal charge. Members should be encouraged to discuss any criminal action against them with their Job Search Leader before completing this question (this is best done in private).

—OVER—

PART V: EMPLOYMENT HISTORY:

A person's employment record will almost always be covered in job interviews and applications. A bit of research may be required to complete some of these sections.

"Employer"—Many young people will be unclear about the definition of "employer." It is not uncommon for members to mistakenly list the name of their supervisor or counselor in this section. Hence, it is recommended that leaders clearly define "employer" for the group.

"Address of Employer"—members should always include a complete address. It is not uncommon for youths to list only the number and street. (They assume that the employer knows where these streets are.) If members can't remember an address they should be instructed to look it up in a telephone directory.

"Dates of Employment"—Very few young people remember their dates of employment. Estimations may be done by remembering the seasons in which they started and finished those jobs. A more accurate set of dates may be obtained by calling the personnel office or manager of the places they have worked. In all cases, members should list both the month and year that they started and finished work.

"Job Title"—If it can't be remembered, the leader may invent one. Members often know what they did, but not what they are called.

"Duties/Responsibilities"—This is a greatly underutilized question that should always be answered in detail. The longer the list of duties (no matter how trivial), the better it looks! For example, a job such as "Maintenance" can be stretched to "washing walls and floors, waxing and polishing floors, operation of floor machine, sandpapering desks, cleaning windows, etc."

"Salary Per Hour"—If members can't remember their rate of pay on a previous job, it is generally safe to assume that it was the minimum wage. If the person was in an employment program, this was definitely the case. To determine the minimum wage for a particular year, one can call the regional office of the Department of Labor or State Employment Service.

"Reason for Leaving"—This can be a tricky question if a job was left for a negative reason. If a person quit or was fired, they should state that on an application, but should also try to tactfully explain why. In no case should the word "terminated" be used, because it means nothing except that the member left.

"How did you feel about this job?"—Members should comment on the positive aspects of each of their previous jobs. This information will be used later in job interviews.

Please note that the "**Employment History**" section should be completed as accurately as possible. It is helpful to have several telephone books and/or city directories available for reference. Members should be assisted with obtaining any information that is not readily available from those sources.

PART VI: AVAILABILITY:

Many teenagers do not put adequate thought into what hours and days they realistically can (or are willing) to work. Before answering the questions in this section, the group should be cautioned about the following points:

- It takes time to get from school to work. If school ends at two o'clock, they should plan to start work at three o'clock at earliest assuming that they'll be taking public transportation.
- Working late hours can effect one's social life. If a job runs each day until nine o'clock in the evening, it will probably take until ten to get home. In turn, eating, chores, homework, and changing clothes will fill the rest of the night until bedtime.
- Working on weekends may seem reasonable for a limited period of time; however, over the long run it may seem a hassle because most of one's friends may "take off" to exciting places only on weekends.
- Extracurricular activities often conflict with jobs. Sometimes one of the two must be sacrificed.
- Working "tough hours" can cause problems over the long-run. For example, a job that starts at 6:30 a.m. may sound attractive because one gets to leave at 2:00 p.m.; however, a person who is often late for his/her 8:00 a.m. classes at school should not even consider it.
- In general, it must be realized that taking on a job often requires a person to sacrifice things they like to do. At the same time, giving up too much usually leads to job dissatisfaction.
- While the above example caution members not to overextend themselves, there's also an opposite perspective. If a young person is too picky or places too many limitations on availability, he/she probably won't be hirable.

PART VII: REFERENCES:

Teenagers often don't know what "references" really are. This concept should be explained in detail. The following ideas should be considered:

—Who makes a good reference?—

Teachers
Businesspeople
Employers
Guidance Counselors
Priests, Ministers, Nuns, or other Clergy
Community Workers

Members should be aware that it is common courtesy to ask a person's permission before using their name as a reference. Upon receiving permission, the participant should obtain the person's formal name, complete address, daytime telephone number, and title or relationship.

PART VIII: OCCUPATIONAL SKILLS:

This section covers those skills which can truly be considered marketable voctional/occupational skills (i.e., typing, carpentry, cash register, etc.). One facet they all have in common is that training is necessary for a person to gain minimal competency. It should be noted, however, that the training doesn't necessarily have to have been provided on a job. Equally valid is training provided in school, in a volunteer function, at home, or informally.

PART IX: MILITARY SERVICE:

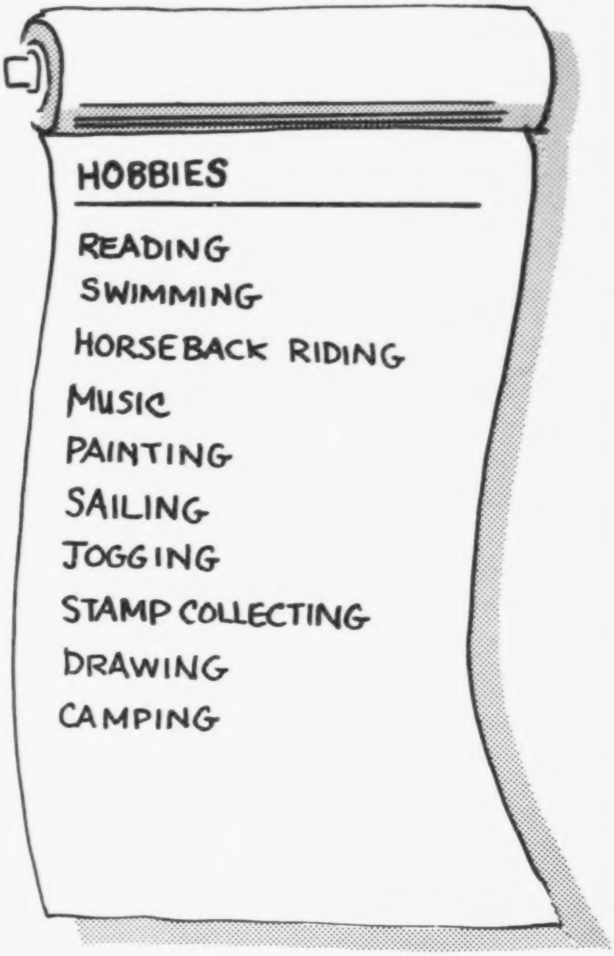
Most members will not have served in the military. Those who have should be able to obtain all information from their service records.

PART X: HOBBIES, INTEREST, ACTIVITIES, VOLUNTEER WORK:

Employers often seek "well-rounded" individuals and request information about interests and activities. Members should be instructed to list every activity that they are involved with on a regular basis (or know enough about so that they could discuss it intelligently).

Activities can be broken down into skills and personality traits, some of which would prove helpful on a job. Hence, activities may be used as "selling points" in some job interviews. For example, a teenager who excels in basketball could market his/her skills such as teamwork, alertness, coordination, physical strength, stamina, effort, discipline, etc.

It may help to have the group "brainstorm" a list of common hobbies and activities, and then generate a list of related skills/traits. The group should also be informed that the same process may be used to analyze jobs and employer needs.



Getting Ready For Work

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN—2

(SELF-ASSESSMENT)

GOALS:
- To create a permanent, updatable record of the information commonly requested in job interviews, applications, and resumes.
- To provide members with a reference tool to use in those situations.

OBJECTIVES:
- Given the glossary and class discussion of each section of the "Getting Ready for Work" handout, members will fill in the personal information requested in the handout.
- Given the completed handout and group discussion, each participant will use the written information in an actual job interview setting.

MATERIALS REQUIRED:
- Handout: "Getting Ready for Work" with glossary
- Assistant (if possible)
- Pencils
- Telephone books

TIME FRAME: 2-2½ hours

NOTE: Leaders should refer to the "Notes for Instructors" prior to using this lesson. This supplement provides important content information which will facilitate smooth delivery of the lesson.

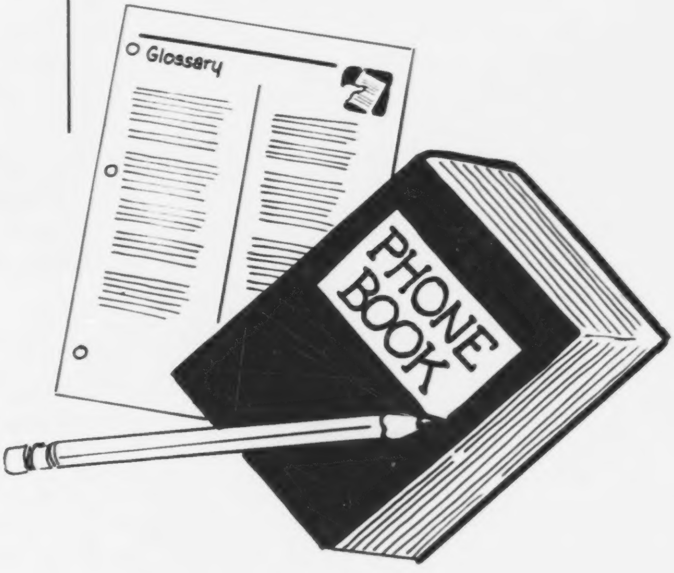
PROCESS:

The leader should review the materials in detail until he/she is totally comfortable with them.

Distribute copies of the "Getting Ready for Work" handout to all participants. No writing should take place until the advisor has reviewed and explained all items to the group. The handout will provide a great deal of information that members may later use in job applications, interviews, and resumes. Participants can use the glossaries as a dictionary, which is another reason why this handout is useful when filling out job applications. If they keep it updated they can also use it to update their resumes when necessary.

The leader should check each section to make sure that members are filling in the information correctly. Have each participant compile a list of the information he/she is missing (if you are lucky there won't be any!)

Members should bring their completed handouts to the subsequent Job Application, Resume, and Job Interview lessons.



Getting Ready For Work

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—1
Core Lesson Plan—2

PERSONAL INFORMATION

- YOUR NAME: ______________________________
  Last First Middle
- YOUR SOCIAL SECURITY NUMBER: ______________________________
- YOUR PRESENT ADDRESS: ______________________________
  Number Street
  ____
  City/Town State Zip Code
- YOUR HOME TELEPHONE NUMBER: ______________________________
- YOUR PREVIOUS ADDRESS (if any): ______________________________
  Number Street
  ____
  City/Town State Zip Code
- NOTIFY IN EMERGENCY: ______________________________
  Name Relationship to You
  ____
  Address City State Phone Number
  ____
  Other Phone Number
- ARE YOU A U.S. CITIZEN? __________
  Yes or No

IF NOT A CITIZEN, WHAT TYPE OF VISA DO YOU HAVE? ______________________________

VISA NUMBER: ______________ DATE OF ENTRY INTO U.S. ______________

- DO YOU HAVE ANY DEPENDENTS, HOW MANY AND WHAT RELATIONSHIP? ______________
  ____
- PLEASE CHECK WHICHEVER BOX APPLIES TO YOU:

Single ☐ Married ☐ Widowed ☐
Engaged ☐ Separated ☐ Divorced ☐

Getting Ready For Work

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–2
Core Lesson Plan–2

EDUCATION/SCHOOLING

In many ways, school is like a job. You must be on time and have good attendance. You must follow directions and accept authority. You have to learn new things and show effort. It is for these reasons that employers are very interested in how you do in school.

NAME & ADDRESS OF SCHOOL	DATES FROM	ATTENDED TO	GRADUATED?	MAJOR AND/OR DEGREE
GRAMMAR				
HIGH				
COLLEGE				
OTHER				

- WHAT DO YOU LIKE MOST ABOUT SCHOOL? WHY?
  (This may give you a clue about what kinds of jobs you might like.)

- WHAT DON'T YOU LIKE ABOUT SCHOOL? WHY?
  (This might tell you some kinds of jobs that you would *not* like.)

- WHAT SUBJECTS DO YOU ENJOY THE MOST OR DO THE BEST IN? WHY?
  (These will be strengths that you can mention in a job interview. They also hint at types of jobs you might like.)

- WHAT SUBJECTS DO YOU DISLIKE OR FIND DIFFICULT? WHY?
  (These give you an idea of jobs you would not like.)

- WOULD YOU RATE YOURSELF AS AN A, B, C, D, OR F STUDENT? ______ WHY?

Getting Ready For Work

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–3
Core Lesson Plan–2

MEDICAL HISTORY

- DO YOU HAVE ANY PHYSICAL LIMITATIONS? . . . . . . Yes ☐ . . . . . . No ☐
  If Yes, Please Describe them:

- HAVE YOU HAD ANY SERIOUS ILLNESS OR ACCIDENT IN THE PAST TWO YEARS? . . . . . . Yes ☐ . . . . . . No ☐
  If Yes, Please Describe It:

- DO YOU HAVE A CHRONIC ILLNESS? . . . . . . Yes ☐ . . . . . . No ☐
  If Yes, Please Explain:

- HAVE YOU EVER RECEIVED WORKMAN'S COMPENSATION? . . . . . . Yes ☐ . . . . . . No ☐

  If Yes, On What Dates? ____

  Name and Address of Company ____________________________________
  ____

  Please Explain: ____
  ____

- WHEN WAS YOUR LAST PHYSICAL EXAM? ________________________________
- NAME OF YOUR PERSONAL PHYSICIAN (Doctor) ____________________________

CRIMINAL RECORD

- HAVE YOU BEEN *CONVICTED* OF A CRIME WITHIN THE LAST FIVE YEARS . . . . . . Yes ☐ . . . . . . No ☐
  If Yes, Please Explain:

- HAVE YOU EVER BEEN BONDED? . . . . . . Yes ☐ . . . . . . No ☐

  If Yes, Name of Company and Date: __________________________________

- HAVE YOU EVER BEEN DENIED A FIDELITY BOND? . . . . . . Yes ☐ . . . . . . No ☐

  If Yes, Why? ____

NOTE: If your only criminal offense was traffic-related or very minor, don't bother to write it down.

If you are under 18 years old and have been convicted of a crime, you should answer "No" to any questions that ask whether you've been convicted. This is because crimes committed by "minors" are not supposed to be recorded anywhere once the court records have been sealed. If this sounds confusing, talk to your probation officer about it.

HANDOUT–4
Core Lesson Plan–2

AVAILABILITY

Why do I want a job? (List your reasons for wanting a job. Think of as many reasons as possible, besides "for the money.")

What kind of job do I want? (Think of your possible career objectives. What kind of job could you get *now* that would give you some experience that might be helpful? List as many kinds of jobs as you can think of that would give you some of the experience you want.)

Position desired ____________________

Position desired ____________________

Position desired ____________________

Position desired ____________________

Position desired ____________________

DAYS AND HOURS AVAILABLE TO WORK

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FROM							
TO							

Means of transportation ____________________

Dates available: from ____________________ to ____________________

permanent yes ________ no ________
temporary yes ________ no ________
fulltime yes ________ no ________
parttime yes ________ no ________

days yes ________ no ________
evenings yes ________ no ________
nights yes ________ no ________
some weekends yes ________ no ________
rotation yes ________ no ________
any shift yes ________ no ________

Writing Your Own Resume

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—5
Core Lesson Plan—2

EMPLOYMENT HISTORY

Employers always want to know what kinds of jobs you have done before. Fill in one section for each job you've ever had. If you are missing information, use the telephone book or ask your leader for help. List your most recent job first, then work backwards in time.

Employer ____________________

Address ____________________ Town ____________________ Zip __________

Dates you worked (mo/yr) From __________ To __________ Phone # ____________________

Job Title ____________________ Supervisor ____________________

Duties ____________________ $/hr. __________

Reason for leaving ____________________

Employer ____________________

Address ____________________ Town ____________________ Zip __________

Dates you worked (mo/yr) From __________ To __________ Phone # ____________________

Job Title ____________________ Supervisor ____________________

Duties ____________________ $/hr. __________

Reason for leaving ____________________

Employer ____________________

Address ____________________ Town ____________________ Zip __________

Dates you worked (mo/yr) From __________ To __________ Phone # ____________________

Job Title ____________________ Supervisor ____________________

Duties ____________________ $/hr. __________

Reason for leaving ____________________

REFERENCES

REFERENCES are people who an employer can call to find out about your reputation.

Before using anybody as a reference, you should ask their permission. If they say Yes, then get the information below from them.

Do not use relatives or people under 21 years old as references. Try to get at least one reference from school and one from a previous job.

Name____________________ Title____________________
Address______________________________________
Phone #________________ How long has he/she known you?________________

Name____________________ Title____________________
Address______________________________________
Phone #________________ How long has he/she known you?________________

Name____________________ Title____________________
Address______________________________________
Phone #________________ How long has he/she known you?________________

Name____________________ Title____________________
Address______________________________________
Phone #________________ How long has he/she known you?________________

Name____________________ Title____________________
Address______________________________________
Phone #________________ How long has he/she known you?________________

—TRY TO GET AT LEAST THREE REFERENCES—

HANDOUT – 7
Core Lesson Plan – 2

OCCUPATIONAL SKILLS

Some very important skills can be learned on-the-job, in school, or even at home. Many of them are needed by employers.

List any special skills that YOU have, and mention how you learned to do these things. (Example: typing, shorthand, cash register, telephone switchboard, carpentry, bilingual, playing a musical instrument, fixing cars, driving a car, etc.).

SKILL	HOW YOU LEARNED IT

MILITARY SERVICE

If you served in the military, bring all information: dates served, branch, rank, type of discharge, current S.S. class, and information about any special training that you had while in the Armed Forces.

Related words: U.S. Armed Forces & military branches — Army, Navy, Air Force, Marines, National Guard, Reserves.

If you have never served, check *no* when asked if you've ever been in the military service of the U.S. Armed Forces, then just draw a line — or write n/a in the blanks for the other questions that have to do with the military.

HANDOUT—8
Core Lesson Plan—2

HOBBIES, INTERESTS, AND ACTIVITIES

It is possible that some of your activities give you skills that employers would be interested in.

List your hobbies, your clubs and activities, and describe the skill they have given you:

HOBBY/ACTIVITY/INTEREST	SKILLS
(example: Basketball)	(coordination, alertness teamwork)

VOLUNTEER EXPERIENCE

Employers love people who have done volunteer work because it shows that money isn't everything to them. Employers often think that people who have volunteered will turn out to be harder workers in real jobs.

List any volunteer work that you have done:
(Example: Red Cross, helping elderly people, youth service projects, church programs, Candy-Striper, collecting for charity, etc.)

GLOSSARY

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–9
Core Lesson Plan – 2

PERSONAL INFORMATION

ADDRESS
CURRENT
LOCAL
PRESENT—Where you live now

ADDRESS
FORMER
PAST
PREVIOUS—Where you lived before you moved to your present address

ADDRESS
HOME
PERMANENT—Your home address, or the place you live most of the time

AREA CODE

Three numbers in front of a phone number that people calling from outside of the area have to use. In Boston, it's 617.

CITIZENSHIP

Write the country where you are a citizen. Ask your parents if you aren't sure.

DEPENDENTS

People (such as children, spouses, relatives) who depend upon your salary for more than half of the money they live on.

DIVORCED

If your marriage has legally ended, you are divorced.

EMERGENCY

If something harmful or serious happens to you on the job, employers want to be able to tell somebody close to you. Usually the word is found in the sentence, "in case of emergency notify.........."

ENGAGED

Planning to be married soon.

ENTRY DATE

If you weren't born in the U.S. the date you entered the country.

MARITAL STATUS

Whether you're single, married, separated, divorced or widowed.

NOTIFY

Let somebody know something, tell somebody.

RELATIONSHIP

Ask how someone is related to you or how you know them... such as "father," "mother," "sister," "aunt," "neighbor," "teacher," etc.

SEPARATED

Married, but not living with your husband or wife.

SINGLE

Never married.

SPOUSE

Your husband or wife.

VISA

If you're not a citizen, the papers that allow you to live in the US. Usually asks what kind of Visa you have (student, permanent, visitors, etc.)

WIDOWED

If the person you were married to has died, you are "widowed."

ZIP CODE

The five numbers that the post office ask you to write after the city and state when you address an envelope.

EDUCATION/SCHOOLING

ADDRESS

The number, street, city, state, and zip code of your schools. Write small..... they usually don't allow much space on an application.

COLLEGE

A school attended after high-school, including junior colleges, community colleges, and 4-year schools, list under the "other" "trade," or "business" category.

COURSE OF STUDY

For your grammar school, just draw a line through the space. For high-school, list your major course (business, college prep, trade). For colleges, list your major.

DATES ATTENDED

Write the month and year you started and finished each school.

DIPLOMA

A certificate proving that you graduated from a school.

DEGREE

A certificate proving that you graduated from a college or university (typical degrees include B.A., B.S., M.A., M.S., PhD).

—OVER—

EDUCATION/SCHOOLING (Continued)

ELEMENTARY

School grades 1 through 8. Most applicants only have room for one school in this space, so you should write the name of the school you attended just before high-school.

GRAMMAR

Means the same as "elementary school."

HIGH SCHOOL

School grades 9 through 12.

LICENSE

A permit allowing you to do certain types of work, or saying you have skills.

LOCATION

Same as "address" on a application.

MAJOR

Same as "course of study."

NO.

Abbreviation for "number."

PROFESSIONAL AFFILIATES

Any organizations that you belong to which have to do with your career. For example, a teacher might belong to the American Teacher's Association.

REGISTRATION

Similar to a license for certain jobs like nursing.

SECONDARY SCHOOL

Same as high-school.

TECHNICAL SCHOOL

A school that teaches a trade or technical job. Often these schools train people to be computer operators, mechanics, electricians, etc.

TRADE SCHOOL

Same as "technical school."

UNIVERSITY

Similar to a college but usually larger. A University usually contains several colleges and offers many more kinds of majors and courses. It usually takes four years to get your first university degree.

MEDICAL HISTORY

ACCIDENT

Something that was not expected that hurts or injures someone.

CHEST X-RAY

An x-ray of your lungs and heart. This is required by many employers.

CHRONIC

As in "chronic illness." An illness that lasts through much of a person's life, like asthma.

COMPENSATION

If you were hurt or get sick at your job and it is the company's fault, they have to pay you. This is called "workmens' compensation."

DEFECTS

As in "physical defects." Something wrong with a person. This is an insulting way of saying "physical disability."

DEFICIENCY

Another insulting way of saying "disability."

DISABILITY

Anything physical or emotional that means you can't do some kinds of work. Some examples are: back trouble, deafness, limited use of arms, legs or hands.

EMOTIONAL PROBLEMS

Everyone has emotional problems, or times when your feelings stop you from acting the way you want to. On an application, they are asking about very *serious* emotional problems, not the everyday ones.

HANDICAPS

"Physical handicaps"—See "disability."

HOSPITALIZED

Spent one night or more in a hospital bed.

ILLNESS

Sickness

INJURY

Something that hurts you. A "physical injury" hurts your body.

INSURANCE

A plan that pays you money for your costs when something happens like sickness or disability.

LIMITATIONS

"Physical limitations" or "work-related limitations." See "disability."

MAJOR

Big, serious. As in "major illness."

MEDICAL

Having to do with health.

PHYSICAL

Having to do with your body. A physical *exam* is a checkup by your doctor.

PHYSICIAN

Doctor. Your personal physician is *your* doctor.

VISION

Seeing, eyesight

WORKMENS' COMPENSATION

See "compensation."

GLOSSARY

Boys Clubs of America
Job Search Club Program
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HANDOUT—10
Core Lesson Plan—2

CRIMINAL RECORD

ARRESTED

When an officer says that you are charged with some crime and takes you to jail.

BONDED

If you handle $ as an employee, you may be *bonded* by an insurance company, which means that if your employer loses money because of you, the insurance company will pay them back.

CHARGED

Accused of some crime; may or may not have been found guilty.

CONVICTED

Taken to court and found guilty.

CRIME

Any action that breaks a law.

FELONY

A major crime.

(PERIOD OF) INCARCERATION

Time spent in jail.

OFFENSE

Any crime, other than a minor one.

VIOLATION OF LAW

Breaking a law.

EMPLOYMENT HISTORY

COMPANY

The name of the company, organization or agency that you worked for.

DATES

When you started and when you left. If you're still at this job, write "to" *present*. Just put month and year; you don't have to know the exact day.

DUTIES

What you had to do on the job, your work.

EMPLOYER

See "company." *Don't* write the name of the boss or the supervisor.

FINAL SALARY

Your salary when you left the job.

JOB

The name of your job/job title.

LOCATION

Address.

MAJOR

The most important duties on your job, the things you spend most of your time doing.

POSITION

The name of your job, job title.

PRESENT POSITION

The job you have now. If they asked your starting position, and it's the same, write, "same."

REASON FOR LEAVING

Put "summer job" or "temporary" if you were just working for a vacation. If you were fired or didn't get along with your boss, ask a counselor what to say, or whether to mention that job at all on the application. If you quit, possible answers are: "personal reasons," "low pay," "inconvenient location."

REFERENCES

"May we check your references? is asking whether it's OK to call this employer and ask your supervisor about you. If there is some problem (for example, if the company doesn't exist any more!), check *no* and be prepared to explain.

RESPONSIBILITIES

See "duties."

SALARY

Write how much you earned per hour, week, month or year. For example, $140/week, or $3.50/hour.

STARTING POSITION

The position you had when you started working with this company.

SUPERVISOR

Your boss; the person at work who gives you your work and makes sure you do it right.

TITLE OF POSITION

See "job."

TYPE OF BUSINESS

You can use big categories, like "sales," service," "restaurant," "recreation," "educational."

UNEMPLOYMENT COMPENSATION

A weekly check that you receive from the government if your job ends and you're out of work.

WAGES

See "salary."

—OVER—

AVAILABILITY

AVAILABLE/AVAILABILITY

When you have free time and are able to work.

CAREER OBJECTIVE

Plans for your career, what kind of work you want to end up doing.

DATE AVAILABLE

The day you can start working.

DATES AVAILABLE

(Usually followed by "from ____ to ____"). When you can start working and the date you will have to leave work. If you don't have a leaving date in mind, just draw a line after "to": from 1/85 to ---.

DAYS

In a work place where they need workers 24 hours a day, "days" refers to the "day shift," usually 7 a.m. to 3 p.m.

DESIRED

Wanted, as in "position desired," which is asking for the name of the position you want.

EVENINGS

In a work place where they need workers 24 hours a day, "evening" is the "evening shift," usually from 3 p.m. to 11 p.m.

FULL TIME

30 or more hours per week.

LONG RANGE PLANS

See "career objective."

MEANS OF TRANSPORTATION

How you're going to get to work. Possible answers: bus, car, foot, train.

MINIMUM SALARY (DESIRED)

The last amount of money you are willing to work for. Sometimes it's wise to write "negotiable," meaning: "we'll talk about it."

NIGHTS

In a workplace where they need workers 24 hours a day, "nights" (or the "night shift") is usually from 11 p.m. to 7 a.m.

NOTICE

As in "how much notice required," which means the time between when you hear you got the job, and when you can actually start.

PART TIME

20 hours a week, or less.

PERMANENT

A job is *permanent* when it has no definite leaving date.

POSITION

Job, job opening.

PREFERRED

Liked or wanted more (than something else), as in "shift preferred."

ROTATION/ROTATING SHIFT

When you're on rotation or rotating shift, then the hours you work may change every week, 2 weeks or month. For a while, you might work days, and then you would work evenings, and then possibly nights, and so on.

SALARY EXPECTED

How much $ you think you will earn on this job. See "minimum salary." Can also mean how much you *hope* to earn.

SHIFT

The hours you work at a place where there have to be people working at all hours. If there are 3 shifts, then the *1st shift* is the day shift, the *2nd shift* is the evening shift, and the *3rd shift* is the night shift. See "days," "evenings," and "night." On the application, you usually have to say which shift you want to work.

STARTING RATE

The salary you earn when you started working.

TEMPORARY

Ending at a definite time. For example, you have a "temporary position" if your job ends at the end of summer vacation.

Resumes

Boys Clubs of America
Job Search Club Program

Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN—3

GOAL: To construct a resume for each participant and to provide guidelines that may be used in designing future resumes.

OBJECTIVES:
- Participants will choose two jobs that they might apply for and will write for each one of their objective and relevant abilities.
- Each participant will write his/her own resume with assistance from advisor.

MATERIALS REQUIRED:
- Completed "Getting Ready for Work" handout for reference
- Handout: "Writing Your Own Resume"
- Sample resumes
- Pencils, blank white paper
- Scissors, stapler

TIME FRAME: 2 hours

PROCESS:

Have the group define what a resume is, then review the rules for resume writing that are found on the first two pages of the handout "Writing Your Own Resume."

Direct each participant to think of two jobs for which they would like to apply. Have each participant name their own jobs, and in turn, have the class determine whether two different objectives would be needed or whether one would suffice.

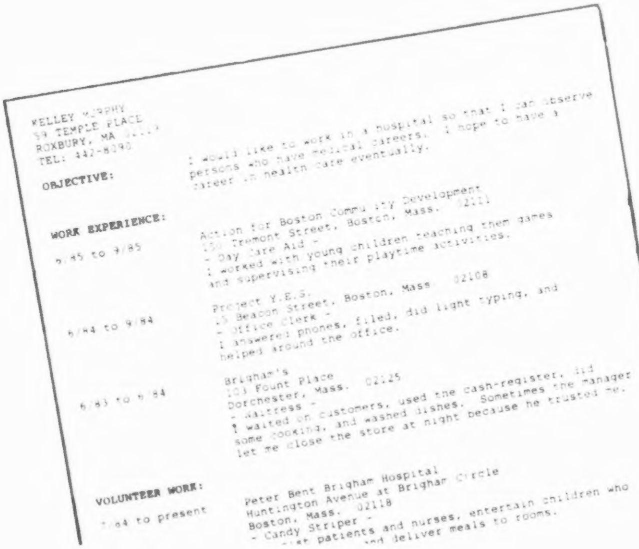
Explain each page of "Writing Your Own Resume" and allow participants to ask questions. Distribute sample resumes and have the class compare with each one, noting similarities and differences.

Direct participants to write their own resumes using the handout as a guide. The "Getting Ready for Work" handout may be used by participants as a source of information.

When completed, have the group break down into subgroups of 3 or 4. These groups would team-critique each other's responses to handout questions.

Distribute scissors. Have each participant cut the "strips" from the bottoms of each page of their handout and staple them to one (or two) pieces of blank paper in the order dictated on page 9. This will produce a rough draft of their resumes. Each student should have one or two resumes, depending upon the number of job objectives they wrote (2 copies of "Writing Your Own Resume" may be needed by some participants).

Have participants hand in their resumes. These should be typed by somebody who has that capability, after proofreading and revision by the advisor. Completed copies should be returned, with extra copies if possible, to each participant.



KELLEY MURPHY
59 TEMPLE PLACE
ROXBURY, MA [illegible]
TEL: 442-8090

OBJECTIVE: I would like to work in a hospital so that I can observe persons who have medical careers. I hope to have a career in health care eventually.

WORK EXPERIENCE:

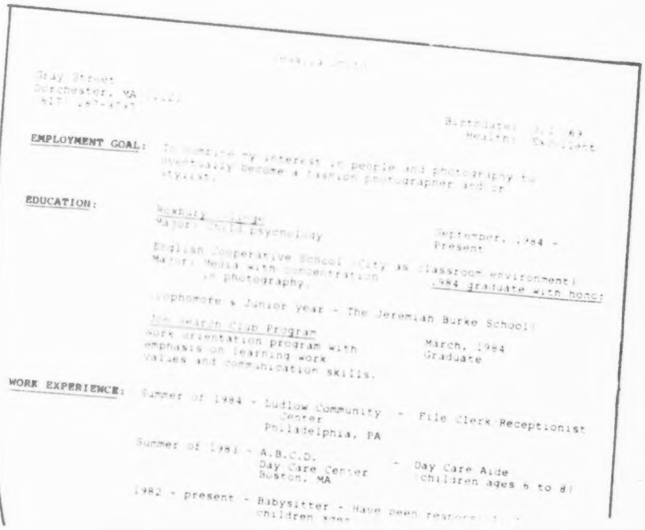
9/85 to 9/85
Action for Boston Community Development
150 Tremont Street, Boston, Mass. 02111
- Day Care Aid -
I worked with young children teaching them games and supervising their playtime activities.

6/84 to 9/84
Project Y.E.S.
15 Beacon Street, Boston, Mass 02108
- Office Clerk -
I answered phones, filed, did light typing, and helped around the office.

6/83 to 6/84
Brigham's
103 Fount Place
Dorchester, Mass. 02125
- Waitress -
I waited on customers, used the cash-register, did some cooking, and washed dishes. Sometimes the manager let me close the store at night because he trusted me.

VOLUNTEER WORK:

7/84 to present
Peter Bent Brigham Hospital
Huntington Avenue at Brigham Circle
Boston, Mass. 02118
- Candy Striper -
[illegible] patients and nurses, entertain children who [illegible] and deliver meals to rooms.



[illegible]

[illegible] Gray Street
Dorchester, MA [illegible]
(617) [illegible]

Birthdate: [illegible]
Health: Excellent

EMPLOYMENT GOAL: To combine my interest in people and photography to eventually become a fashion photographer and/or stylist.

EDUCATION:

Roxbury [illegible]
Major: Child Psychology — September, 1984 - Present

English Cooperative School (City as classroom environment)
Major: Media with concentration in photography. — 1984 graduate with honors

Sophomore & Junior year - The Jeremiah Burke School

Job Search Club Program
Work orientation program with emphasis on learning work values and communication skills. — March, 1984 Graduate

WORK EXPERIENCE:

Summer of 1984 - Ludlow Community Center, Philadelphia, PA - File Clerk Receptionist

Summer of 1983 - A.B.C.D. Day Care Center, Boston, MA - Day Care Aide (children ages 6 to 8)

1982 - present - Babysitter - Have been responsible [illegible] children ages [illegible]

Writing Your Own Resume

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—1
Core Lesson Plan – 3

A RESUME "CONSTRUCTION KIT"

A resume is your own personal job application.

It is a typed summary of your work experience, school background; skills, interests and anything else you feel like putting on it.

Most adults who are trying for professional jobs use resumes. Most teenagers don't even know what a resume is. If *you* use a resume, the interviewer will be *very* impressed!

You take your resume with you to the interview. The resume should be handed to the interviewer when you first sit down in his/her office. (NOTE: When you get older, most of the time you'll mail the resume to the company. Then they'll read it and decide whether they want to interview you.)

Here are the rules about how to write a resume:

1. **Write a different resume for each different type of job you are trying for.** (For example: If you want a job as a Cashier, your resume should make special note of things like math ability, accuracy, previous work with cash registers or money, etc. If you wanted to work as a Nurse's Aide, you'd make note of previous hospital work or jobs serving people, interest in health work as a career, patience, school subjects like biology and chemistry, etc.)

2. **Sell yourself!** All of the rules of the interview count here too! You want your resume to *persuade* the interviewer that you're good for the job.

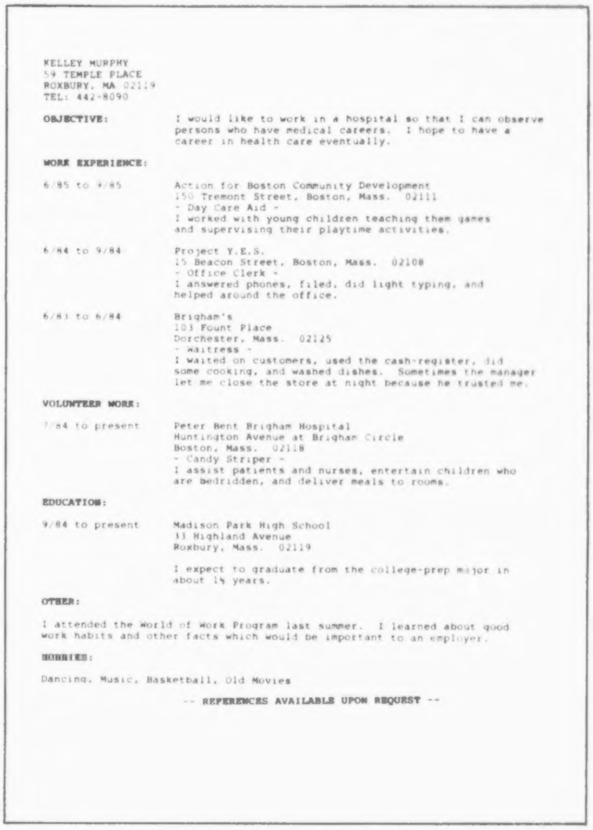
3. **Your resume should be neat, well-organized, and easy to follow.** The resume should be an example of your best work. If possible, carry it in a large envelope so that it stays clean and doesn't have to be folded. Write it as an outline so that the interviewer can skim it really fast and still get a clear picture of you from it.

4. **Keep it limited to two pages.** Most interviewers receive hundreds of resumes and don't have the time to read long ones. Interviewers like resumes that are short, but complete.

5. **Put anything on it you want.** When you start to write your resume, think of everything you've ever done that might help you on the job you're trying to for. Nothing is too small if it will help to prove that you are qualified.

6. **A resume should be typed.** If you can't type, find someone who can.

7. **A resume should be perfect.** There should be no spelling or typing errors on it. Have someone proofread it before you use it. If you want to make copies of it, use a "bond copier." (This is a copy machine that uses regular paper. It's very hard to tell the difference between the copies and the one you wrote.)



KELLEY MURPHY
59 TEMPLE PLACE
ROXBURY, MA 02119
TEL: 442-8090

OBJECTIVE: I would like to work in a hospital so that I can observe persons who have medical careers. I hope to have a career in health care eventually.

WORK EXPERIENCE:

6/85 to 9/85
Action for Boston Community Development
150 Tremont Street, Boston, Mass. 02111
- Day Care Aid -
I worked with young children teaching them games and supervising their playtime activities.

6/84 to 9/84
Project Y.E.S.
15 Beacon Street, Boston, Mass. 02108
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I answered phones, filed, did light typing, and helped around the office.

6/83 to 6/84
Brigham's
103 Fount Place
Dorchester, Mass. 02125
- Waitress -
I waited on customers, used the cash-register, did some cooking, and washed dishes. Sometimes the manager let me close the store at night because he trusted me.

VOLUNTEER WORK:

7/84 to present
Peter Bent Brigham Hospital
Huntington Avenue at Brigham Circle
Boston, Mass. 02118
- Candy Striper -
I assist patients and nurses, entertain children who are bedridden, and deliver meals to rooms.

EDUCATION:

9/84 to present
Madison Park High School
33 Highland Avenue
Roxbury, Mass. 02119

I expect to graduate from the college-prep major in about 1½ years.

OTHER:

I attended the World of Work Program last summer. I learned about good work habits and other facts which would be important to an employer.

HOBBIES:

Dancing, Music, Basketball, Old Movies

-- REFERENCES AVAILABLE UPON REQUEST --

Writing Your Own Resume

Boys Clubs of America
Job Search Club Program

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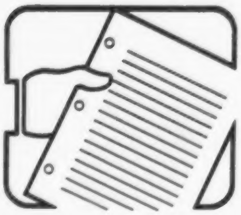

HANDOUT – 2
Core Lesson Plan – 3

JOB OBJECTIVE

Most resumes begin with a brief paragraph that tell an employer about the kind of job you are looking for and why it sounds interesting to you.

In some cases, teenagers want a job that will help them to get experience in work similar to their career interests. In other cases, a job might look good because it uses skills that a teenager learned in school.

Some Examples:

JOB OBJECTIVE: I would like a job as a Nurse's Aide because some day I'd like to be a nurse.

JOB OBJECTIVE: I am looking for a part-time job as a cashier so that I can save money for college. A cashier job sounds interesting because I am good in math.

JOB OBJECTIVE: To find a part-time job in a kitchen because I hope eventually to become a chef.

JOB OBJECTIVE: I would like a job in a hospital. It will give me a chance to see many different jobs in the medical field.

JOB OBJECTIVE: I speak both English and Spanish fluently. I am seeking a job as a translator so that I can improve my skills.

JOB OBJECTIVE: I hope to be an engineer some day. Any job using math would help me to polish my math skills further.

JOB OBJECTIVE: I like working with people and would like a job which lets me do so.

BEFORE WRITING, THINK ABOUT WHAT KIND OF JOB YOU WANT AND WHY YOU WANT IT. WHEN YOU ARE READY, WRITE YOUR OBJECTIVE ON THE LINES BELOW.

JOB OBJECTIVE: ______________________________

Writing Your Own Resume

Boys Clubs of America
Job Search Club Program

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HANDOUT – 3
Core Lesson Plan – 3

"EDUCATION"

All resumes include a section that tells about your education.

You should include information about the school you are attending now. This includes its name, address, phone number, and dates attended.

If possible, you should also tell about the grade you are in, any subjects you take might help on the job, and your grades (if they're good!).

If you have attended more than one high school, you should give information about both schools.

If you are in college, your college should be listed first.

Here's how the "education" section of a resume might look:

EDUCATION:

1978 to Present Madison Park High School
100 New Dudley Street
Roxbury, MA 02119 Tel: 445-2440

I am enrolled in the college course. Some of my subjects include math, psychology, and retailing.

1977 to 1978 Dorchester High School
Peacevale Road
Dorchester, MA 02124 Tel: 825-6570

I went to Dorchester High for a year. I was in the college course there until I transferred to Madison Park.

.......so the way you do it is.......

EDUCATION
Date to Date Name of School
Address
Town, State, Zip Phone Number

Then, information about your studies there.

Write your educational background below. If you need more space, use the back.

EDUCATION:
______ to ______ ____

Writing Your Own Resume

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—4
Core Lesson Plan—3

"WORK EXPERIENCE"

All resumes include a section that tells about your previous jobs. This includes any jobs you've had that were parts of employment programs.

Always list your most recent job first, then work back in time. The information you give is the same format as that you put under "education."

You should list the name of the company or organization you worked for. Also include its address, phone number, and the dates you worked there.

If possible, you should briefly describe what you did on each job.

Here's how the "Work Experience" section of your resume might look:

WORK EXPERIENCE:

6/79 to 9/79 Project YES
MDC Skating Rink—Charlestown
15 Beacon Street
Boston, MA 02108 Tel: 725-3500

I worked in Charlestown with young children. I had to supervise games and other recreational activities.

1/78 to 9/78 Burger King
Cummings Highway
Mattapan, MA 02124 Tel: 326-4488

I prepared food, worked the cash register, and served customers.

Write your work experience below, in the same way as shown in the example.

WORK EXPERIENCE:

______ to ______ ________________________________

____

________________________________ ________

____

______ to ______ ________________________________

____

________________________________ ________

____

If you need more space, continue on the back of this page.

Writing Your Own Resume

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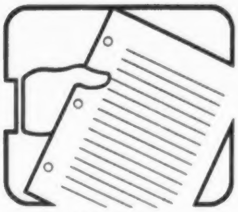
Job Search Club Program

Developed by the Boys and Girls Club of Boston



HANDOUT—5
Core Lesson Plan—3

"ABILITIES"

Many resumes include a section called "Abilities" or "Special Skills."

This section gives you a chance to describe other things about yourself that an employer might find interesting.

Some examples are:

- being bilingual (speaking 2 languages well)
- typing
- shorthand
- filing
- fixing or driving cars
- being good in math
- working well with people
- repairing bicycles
- having good writing skills
- having good grades in certain subjects (you must list the subjects)
- painting
- being very patient
- being a fast learner

These skills are usually written in a sentence or short paragraph. For example:

Now write them in a few sentences....

ABILITIES: ____________________

ABILITIES
I have good office skills. My grades have been all A's and B's. I can type 45 wpm and do filing. My teachers tell me that I learn new things very quickly.

Think of the special skills you have. List them here....

Writing Your Own Resume

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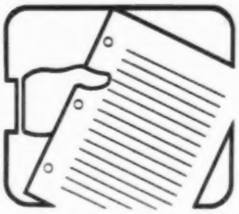

HANDOUT–6
Core Lesson Plan – 3

"ACTIVITIES"

Employers like to know how you spend your free time. Many resumes include a section called "Activities" or "Interests."

You can include things such as hobbies, sports, teams, volunteer experience, clubs, and other things you like to do.

This section should be written in a sentence, or in a list.

For example:

I am a member of the English High School Basketball Team. I also like to play soccer, listen to music, and dance.

Swimming, reading, movies, playing guitar, photography, baseball, dancing, and chess are other interests and skills I have.

I have volunteered as a Nurse's Aide at the Manor Nursing Home for the past year. I also like to listen to music, play football and basketball, and I work on cars.

I do a lot of babysitting after school. I like to work with young children. I also am in the Business Education Club at my high school. I like to play and watch all sports.

Now, describe *your* interests and activities in the space below.

ACTIVITIES: ____

Writing Your Own Resume

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HANDOUT—7
Core Lesson Plan—3

"AVAILABILITY"

Employers need to know the hours that you are available to work.

You should let them know about all hours they could schedule you. This doesn't mean that you will have to work all of those hours. It just tells the employer whether your availability fits the hours that he/she needs.

For example, one way you could write your availability might be:

AVAILABILITY: Weekdays: 3 to 9 p.m.
Weekends: Anytime

Another way might be:

AVAILABILITY: Monday, Wednesday, and Friday: 3 to 8 p.m.
Saturdays: all day
Sundays: 1 to 9 p.m.

Another way might be:

AVAILABILITY: Mon: 3 to 8 p.m.
Tue: 4 to 8 p.m.
Wed.: 3 to 10 p.m.
Thu: 3 to 10 p.m.
Fri: not available
Sat: 6 a.m. to 10 p.m.
Sun: not available

As you can see, there are many ways to write your availabilty. Choose the way that fits your available hours best.

Write *your* availability below.

AVAILABILITY: ____

Writing Your Own Resume

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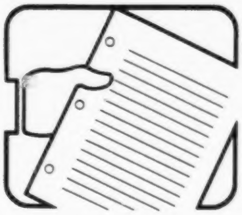

HANDOUT—8
Core Lesson Plan — 3

Now, take a blank piece of white paper and do the following:

1. PUT YOUR NAME, ADDRESS, AND PHONE NUMBER ON THE TOP OF IT.
2. CUT OUT THE BOTTOM PART OF EACH OF THE PREVIOUS PAGES ON THE DOTTED LINES.
3. STAPLE THOSE STORIES ONTO THE BLANK PIECE OF PAPER. PUT THEM IN THE FOLLOWING ORDER:

   JOB OBJECTIVE
   EDUCATION
   WORK EXPERIENCE
   ABILITIES
   ACTIVITIES
   AVAILABILITY

4. AT THE BOTTOM OF THE PAGE, WRITE THE WORDS "References Available Upon Request."

This should leave you with a rough copy of your resume.
Next, type what you have onto a new, clean piece of paper.

CHECK OUT THE NEXT PAGE AND
YOU WILL SEE WHAT YOUR COMPLETED
RESUME SHOULD LOOK LIKE........

Resume Guidelines

Boys Clubs of America
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HANDOUT – 9
Core Lesson Plan – 3

Here's a sample format that you can use to help you write your resume:

RESUME
Your Full Name
Your Street Address
Your City, State, Zip
Your Telephone Number

JOB OBJECTIVE: In this section, tell what job you're trying for and why it interests you. If you have future career plans in this field, be sure to mention that this job would give you valuable exposure to that field.

EDUCATION:
Dates attended

Name of High School
Address of High School
City, State, Zip Telephone Number

Major course, and any subjects taken which tie in with job you are trying for.

WORK EXPERIENCE: (list most recent job first, and work backwards)

Dates (from-to)

Name of Company or Program
Street Address
City, State, Zip Telephone Number

Position held: Give your job title.
Duties: List everything you did in *detail.*

ABILITIES: Any skill that might help you get a job. Examples: being bilingual, typing, shorthand, any kind of mechanical ability (be specific).

ACTIVITIES AND INTERESTS:
List any teams, clubs or organizations that you belong to, and any volunteer experience. If you have interests or activities outside of school and work that could possibly be useful on the job, list them too.

AVAILABILITY:
Weekdays: give hours
Weekends: give hours

REFERENCES: Available on request.

Job Applications

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN—4

GOAL: Members will learn to fill out job applications correctly.

OBJECTIVE:
- Given the "Job Application" handout, each member will fill out a sample job application with assistance from the leader and from each other.
- Given the handout and group discussion, participants leader will identify and correct errors on a sample job application that is filled out incorrectly.
- Given the handout, group discussion, and the practice application, each member will correctly complete a job application without assistance from the advisor.

MATERIALS REQUIRED:
- Handout: "Rules for Filling Out Job Applications"
- Handout: "Sample Completed Application"
- Blank application forms
- Completed "Getting Ready for Work" handout for reference

TIME FRAME: 2 to 2½ hours

PROCESS:

The leader should review all materials in detail until he/she is totally comfortable with them.

Distribute the handout "Rule For Filling Out Job Applications." Discuss the rules section of the handout in detail, making sure every participant understands each rule before going on to the next one.

Distribute the "Sample Completed Application." (If the sample application provided in this curriculum is not relevant to the class, the leader should fill out another application that corresponds to the skills and experiences of the students in his/her class.) Have members make comments and ask questions while going over each section.

Distribute an application that has been filled out with a lot of mistakes. Have each participant mark all the mistakes that he/she can find. Then have the class go through the application pointing out all the mistakes.

Pass out the blank sample applications and have members complete them as if they were applying for a real job.

After members have completed the application, have them exchange them with other participants. Begin the group discussion by going over each section in detail, having members make corrections and constructively criticize each other's work. The leader could also give some personal experience that he/she has had in the past with filling out applications.

Return each application to its owner with corrections. Pass out some other sample applications for members to complete at home.

The leader should notice those who are having difficulty completing their applications correctly and set up extra reviews sessions as needed with more sample applications. Review sessions would probably be more helpful on a one-to-one basis.

Rules For Filling Out Job Applications

Boys Clubs of America
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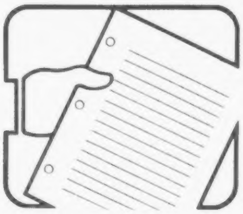


HANDOUT—1
Core Lesson Plan—4

- **BE HONEST.** Never lie on a job application. You may *leave out* information which might hurt your chances of getting a job (like information about a job from which you were fired), but *never write false information.*

- **PRINT.** Be sure that your words are neat, clear, and easy to read. Never write, except where you sign your name.

- **ANSWER ALL QUESTIONS.** If you don't understand a question, ask what it means. If a question doesn't apply to you, print the letters "N/A" (which means "not applicable") or draw a line through the space.

- **SPELL CORRECTLY.** If you aren't sure how to spell a word, ask somebody.

- **FILL IN YOUR NAME IN THE WAY IT IS REQESTED.** Read the application carefully. Does it ask for your last name first? Does it ask for your first name first? Does it ask for your middle initial or for your whole middle name?

- **BEWARE OF SPECIAL SECTIONS.** Most applications have sections which say "For Personnel Use Only," "For Office Use Only," "Office," or "Do not Write in this space." Do not write anything in these sections.

- **DON'T ERASE MISTAKES OR CROSS THEM OUT MESSILY.** You want your application to look neat. If you made a mistake, ask for a new application. If you make a small mistake, cross the word out with *one* line.

- **ADDRESSES INCLUDE CITY, STATE, AND ZIP.** Don't forget them!

- **INCLUDE THE BOYS CLUB JOB SEARCH PROGRAM** somewhere on the application. You can usually put it in the references or work experience section, or under "other education."

- **WHEN YOU ARE DONE, LOOK AT YOUR APPLICATION. IT SHOULD BE NEAT AND COMPLETED. IF YOU WERE AN EMPLOYER, WOULD YOU BE IMPRESSED WITH THE QUALITY OF THE WORK?????**

Return each application to its owner with corrections. Pass out some other sample applications for members to complete at home.

The leader should notice those who are having difficulty completing their applications correctly and set up extra review sessions as needed with more sample applications. Review sessions would probably be more helpful on a one-to-one basis.

Job Application

Sample

HANDOUT—2
Core Lesson Plan—4

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION:

DATE September '85 SOCIAL SECURITY NUMBER 001-42-2662

NAME Marshall (LAST) James (FIRST) Clarence (MIDDLE)

PRESENT ADDRESS 87 Tyler Place (STREET) Boston, (CITY) Mass. (STATE)

PERMANENT ADDRESS same as above (STREET) (CITY) (STATE)

PHONE NO. (617) 426-0506

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT ———— REFERRED BY newspaper

IN CASE OF EMERGENCY NOTIFY Mary Lee Marshall — (NAME) same as above (ADDRESS) (PHONE NO.)

FORMER EMPLOYERS: (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM June '84 TO August 84	A.B.C.D 178 Tremont Street Boston, Mass. 02111	$ 3.35/hr.	day-care center helper -	summer job
FROM December '83 TO June '84	Project Y.E.S. 15 Beacon street Boston, Mass. 02111	$ 3.35/hr.	Clerk	left to take a summer job.
FROM — TO —	N/A	—	—	—

EMPLOYMENT DESIRED:

POSITION manager DATE YOU CAN START immediately SALARY DESIRED min. wage

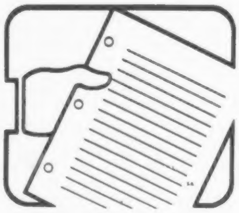
ARE YOU EMPLOYED NOW? no IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER —

EVER APPLIED TO THIS COMPANY BEFORE? no WHERE — WHEN —

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE Sept. 29, 1985 SIGNATURE Jim Marshall

Job Application



HANDOUT—3
Core Lesson Plan—4

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION:

DATE SOCIAL SECURITY NUMBER

NAME LAST FIRST MIDDLE

PRESENT ADDRESS STREET CITY STATE

PERMANENT ADDRESS STREET CITY STATE

PHONE NO.

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

IN CASE OF EMERGENCY NOTIFY NAME ADDRESS PHONE NO.

FORMER EMPLOYERS: (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				

EMPLOYMENT DESIRED:

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

Job Application *continued...*

HANDOUT–3
Core Lesson Plan–4

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY IMPAIRMENT THAT WOULD INTERFERE WITH YOUR ABILITY TO PERFORM THE JOB FOR WHICH YOU HAVE APPLIED?

____

____

☐ HEIGHT________FEET________INCHES________

☐ WEIGHT________LBS.

☐ ______________________________

☐ CITIZEN OF U.S.______YES______NO

☐ DATE OF BIRTH__________

THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 PROHIBITS DISCRIMINATION ON THE BASIS OF AGE WITH RESPECT TO INDIVIDUALS WHO ARE AT LEAST 40 BUT LESS THAN 70 YEARS OF AGE.

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK ______________________________

____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? ______ READ ______ WRITE ______

How To Handle Job Interviews

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN — 5

A THREE-PART LESSON

GOAL: During the course of 3 lessons, members will be taught the skills required to successfully perform in job interviews.

LESSON I: Give members an introduction to job interview skills.

LESSON II: Give members the opportunity to practice skills.

LESSON III: Allow members to view themselves on videotape, if possible—so that they may critique, correct, and refine their performance in job interview situation. If videotape is unavailable conduct further role-play interviews.

OBJECTIVES: LESSON I:

- Given the "How to Handle Job Interviews," series of handouts members will identify the procedures and conduct involved in job interviews.
- Given the handout and group discussion, participants will ask and receive answers to questions related to job interviews.
- Given discussion of the handout "How to Handle Job Interviews," members will role-play a job interview in the following lesson.
- Given the "skills and abilities exercise" in the handout, members will choose a specific job that they want to interview for and list all their skills, experience, and abilities relevant to that job.

LESSON II:

- Given the handout and group discussion in the previous lesson, each member will role-play a job interview with another participant.
- Given the handout and discussion in the previous lesson, members will each critique their own and other participant's performance in the role-play.
- Given group discussion, each member will identify and correct mistakes during their practice interviews.

LESSON III:

- Given Lessons 1 & 2, and a specific job ad that each member has chosen, participants will then role-play a job interview.
- Given group discussion of Lessons 1 & 2, each member will critique their own and others' performance (in a video interview if possible).
- Given the critique of the role-play interviews, each member will demonstrate how to correct mistakes made during their role-play interview.
- Given all of the above, each member will successfully perform in an actual job interview.

PROCESS:
Have additional people (local businessmen or personnel directors of local firms) interview members. Since the participants are not familiar with these people, it will create the tension at an actual interview.

Before the role-plays begin, the leader should perform a role-play interview with one of the members. (If available use video) have the participant be the "interviewer" and the leader the "interviewee." The leader should intentionally make mistakes for the members to detect and comment upon. Then the leader should conduct a "perfect" interview for the participants to observe and comment on.

Once the role-plays have begun, the leader should take careful notes on each persons' performance, then mention the observations during the following discussion (or play back of the video tape).

The leader should emphasize the importance of understanding and applying the interview concepts mentioned in the handout.

ROLE-PLAYS—VIDEO OR TAPE RECORDED:
Role-plays have been found to be very helpful in teaching important job interviewing skills. When video is used members are able to observe and criticize their performance again and again to the point of perfection.

If it is not possible to obtain video equipment, a tape recorder could also be very helpful for this lesson. Although members may not be able to observe each other's performances, they may listen to their interview questions and answers, and make helpful criticisms.

Most video equipment comes with operating instructions and is simple to operate. If your agency does not have video equipment, there are many places that may let you use their equipment (free, or for a minimal fee) including:

- High Schools
- Colleges
- Public Libraries
- State Employment Agencies
- Other Employment Programs
- Corporate Training Departments
- Television Stations
- Personnel Departments

How To Handle Job Interviews (LESSON I)

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN – 5-I

MATERIALS REQUIRED: • How to Handle Job Interviews, Handout 1-6

TIME FRAME: 2 hours

PROCESS:
The leader should review materials in detail until he/she is totally comfortable with time. (See Getting Ready for Work, "Note for Instructors" the supplement from Lesson Plan 2.)

With the group go over each page "How to Handle Job Interviews" series of handouts (1 through 6), in great detail, making certain that members understand each section before going on to the next page.

At points in the handout where an interview question is mentioned, stop and ask a participant in the class to answer the question.

The leader should emphasize that members should not mention their bad qualities in a job interview if the interviewer doesn't ask about them.

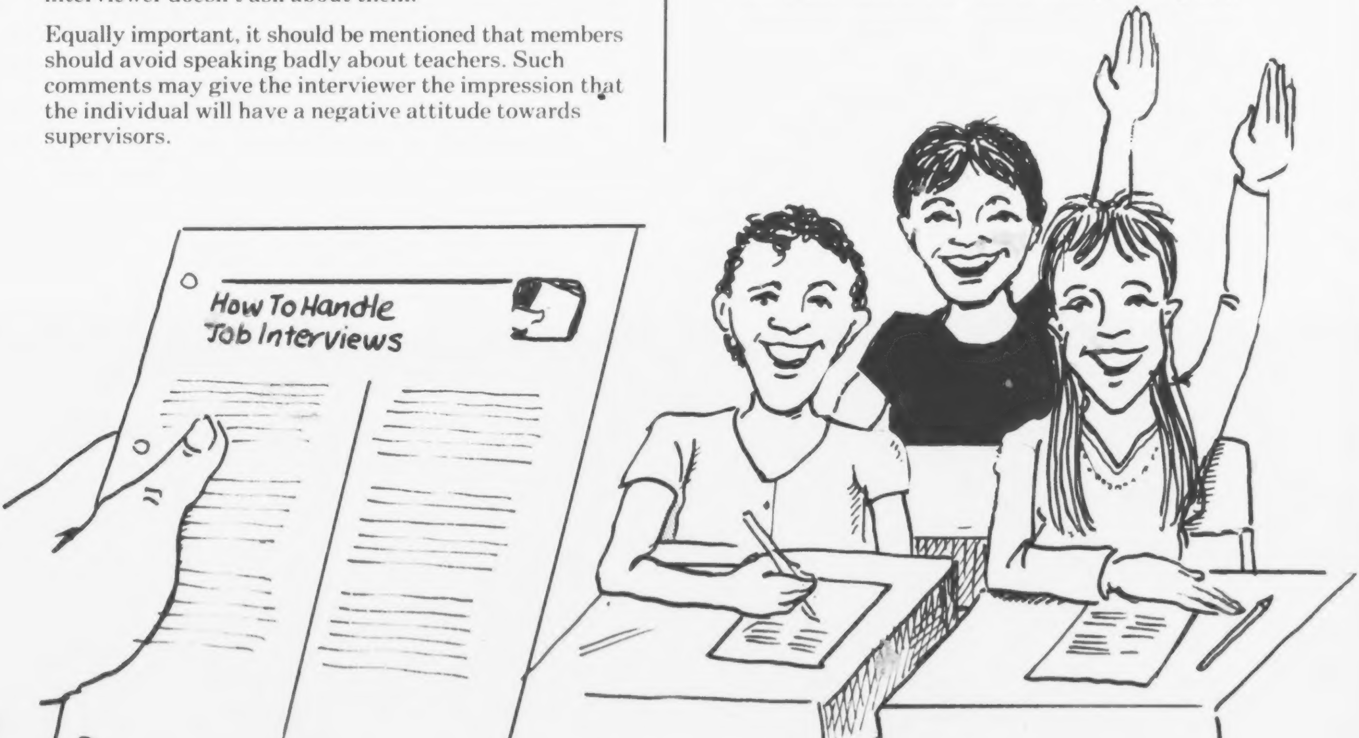
Equally important, it should be mentioned that members should avoid speaking badly about teachers. Such comments may give the interviewer the impression that the individual will have a negative attitude towards supervisors.

On section A, B, and C or Part III of "Job Interview Questions," students should be prepared to interview for a specific job before they answer the questions.

The leader should instill a sense of reality in the members when considering job availability. Members should not promise to work a certain number of hours just to get the job, when actually they are not going to be able to keep those hours.

After completion of the job interview handout, the members should be assigned to prepare for a role-play interview for the next lesson. Possible, "homework" might include:

1. Have members go through the newspaper want ads and pick one for the next lesson.
2. The leader could suggest possible job openings that students could interview for.
3. Members should think of possible questions an interviewer for such a job might ask, and be prepared to answer them at the next meeting of the group.



How To Handle Job Interviews (LESSON II)

Boys Clubs of America
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CORE LESSON PLAN – 5-II

MATERIALS REQUIRED:
- How to Handle Job Interviews, Handouts 1-6
- Newspaper job ads, or job descriptions developed by the leader (See lesson plan 5-1)

TIME FRAME: 1-1½ hours

PROCESS:
The leader should have a good working knowledge of the interview concepts discusses in Lesson I. The leader will be "the interviewer" for all interviews.

Members can practice with other participants before their interview with the leader. Each member can take the part of the "interviewer" first, and then the part of the "interviewee."

Have participants constructively criticize the performance of others' as well as their own performances and be aware of the resulting suggestions for the use in the following lesson's role-play when interviews will be taped (video or audio).

The leader should make special note of every individual's strong and weak points during his/her role-play, and constructively criticize performance while making reference to the handout.

ADDITIONAL RESOURCES:
During role-play interviews, the leader may use the sample interview questions listed in handouts 2 & 3, or may write a list of interview questions related to the jobs that the students are interviewing for. Questions should be prepared before the group meets.

FILMS:
Look at the public library film catalogue under "vocational or career education." There are frequently films available on this topic.

JOB OPENING:
Sales Position
How To Handle Job Interviews

How To Handle Job Interviews

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—1
Core Lesson Plan—
5-I, 5-II, 5-III

"PREPARING FOR A JOB INTERVIEW"

MOST COMPANIES WANT TO MEET YOU BEFORE THEY DECIDE WHETHER TO HIRE YOU. THEY DO THIS BY HAVING YOU COME IN FOR AN INTERVIEW. IF YOU WANT TO GET THE JOB, YOU MUST MAKE A GOOD IMPRESSION. TO MAKE A GOOD IMPRESSION, YOU MUST BE *PREPARED* FOR THE INTERVIEW.

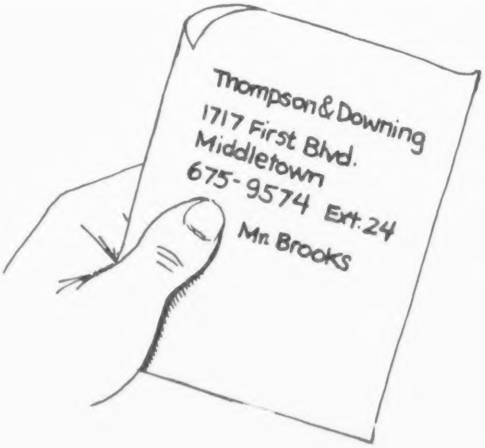
PREPARE YOUR MIND

- Before going to the interview, think about any jobs you have had, your school subjects, your hobbies and interests, etc. See if anything you've done might give you good experience for the job you want.
- Know what job you want, why you want it, and why you would be good at it.
- Practice answering interview questions with a friend, family member, counselor, or even alone.
- Have some questions ready to ask the interviewer.

PREPARE YOUR INFORMATION

Take these things with you to the interview:

- the name of the company
- the company's address, and directions to the interview room
- the date and time of your appointment
- the interviewers' name & phone
- your social security number
- your resume and 3 references
- your driver's license
- a pen and piece of paper
- extra change for telephone and transportation



How To Handle Job Interviews

Boys Clubs of America
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HANDOUT–2
Core Lesson Plan –
5-I, 5-II, 5-III

"INTERVIEW QUESTIONS"

IT PAYS TO BE PREPARED FOR EVERY INTERVIEW. ONE GOOD WAY IS TO PLAN WHAT YOU'RE GOING TO SAY BEFORE YOU EVEN HAVE THE INTERVIEW. THE INTERVIEWER WILL PROBABLY ASK SOME OF THE QUESTIONS LISTED IN THIS HANDOUT...

- **HAVE YOU EVER WORKED BEFORE?** (Talk about where you worked, what you did, when you worked, and what you liked about it.)
- **HOW DID YOU GET ALONG WITH YOUR SUPERVISOR?** (Talk about good things about your boss... Don't mention bad things.)
- **WHAT DO YOU DO IN YOUR SPARE TIME?** (Describe your hobbies, interests, and other activities. Include sports, music, school activities, clubs, etc.)
- **HOW IS SCHOOL GOING FOR YOU?** (Tell what school you go to, what courses you like, how your grades are, and what your educational plans are.)
- **TELL ME ABOUT YOURSELF.** (Tell what school you go to, how your grades are, what subjects you like, and why you want this job.)
- **DO YOU HAVE ANY PLANS FOR A CAREER?** (If you do, tell about them and why those particular occupations appeal to you. If you don't have any career plans, let the interviewer know that, and tell him/her that you are exploring career now.
- **HAVE YOU EVER DONE ANY VOLUNTEER WORK?** (If you have describe it, how you like it, and why you did it.)
- **WHEN ARE YOU AVAILABLE TO WORK?** (Explain the days and hours when you can work. Be sure to include weekends if you can. Keep in mind your other activities before you commit yourself.)
- **WHEN CAN YOU START?** (Give an exact date.)
- **WHY DO YOU WANT A JOB?** (Give good reasons for wanting to work such as "helping out my family," "school," "wanting to learn new skills," or "wanting to become more independent." Don't say "for the money" unless you can describe a number of things you want to save for.)
- **WHY DO YOU WANT TO WORK HERE?—OR—WHY ARE YOU INTERESTED IN THIS JOB?** (Describe why this particular job looks interesting to you. Include the skills that you have which would help you to do well. If the job fits any of your career plans, be sure to say so. Make it sound like you *really* want the job a lot!!!!)
- **WHY SHOULD I HIRE YOU?** (Describe *every* good thing about yourself which would make you qualified for the job. Include your skills, any school subjects which might help, any similar jobs you've had, and what a "great worker" you are.)
- **WHAT QUESTIONS DO YOU HAVE FOR ME?—OR—DO YOU HAVE ANY QUESTIONS?** (There are many questions that you can ask the interviewer.........
- **YOU SHOULD ALWAYS ASK:** How will I find out whether I'm hired? What will my duties be on this job? Is there a dress code? What hours would you want me to work? What is the pay?
- **YOU ALSO CAN ASK:** Are there opportunities to learn new skills? Are people able to advance to better jobs here? Could I get a short tour of the place I'll be working? Will there be a chance for full-time hours during the summer and Christmas vacations?

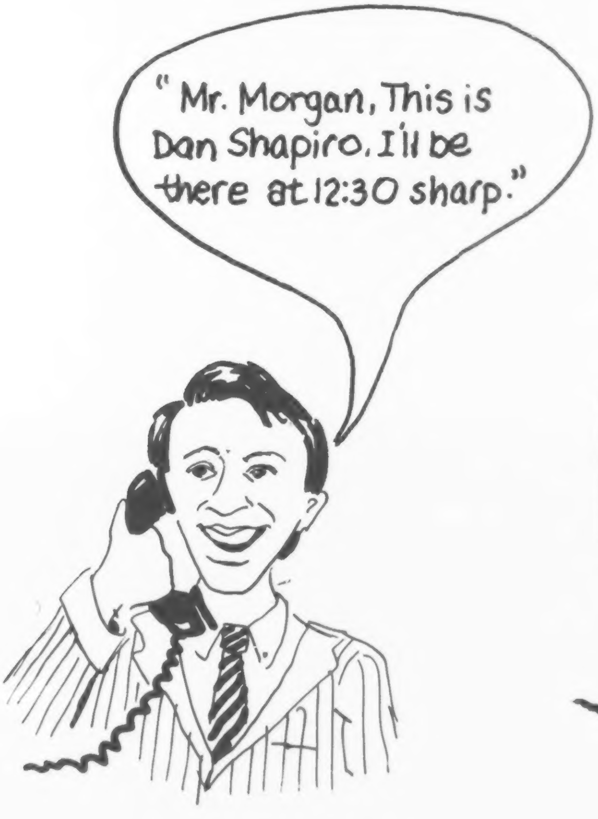
How To Handle Job Interviews

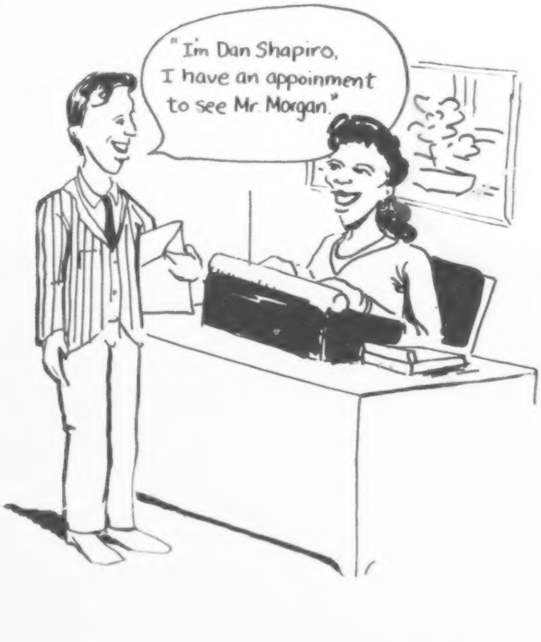
Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—3
Core Lesson Plan—
5-I, 5-II, 5-III

"ON THE DAY OF THE INTERVIEW"

- **DRESS PROPERLY**. . . Don't over-dress! For example, if you are applying for a job in a hospital kitchen, don't show up in a 3-piece suit or party dress. Don't under-dress either. For example, don't show up in a t-shirt and shorts. Dress in good taste; wear neat, clean clothes.
- **GO ALONE**. . . Don't take your mother, your best friend, or your dog.
- **TAKE YOUR NOTES**. . . Be prepared by having all important information about 15 minutes before your interview. This will give you time to fill out an application.
- **CALL THE INTERVIEWER** if you're going to be late or if you can't make it to the interview.
- **BE POLITE**. . . Be on your best behavior. Treat everybody with respect and courtesy.
- **INTRODUCE YOURSELF**. . . to the secretary, to the receptionist, and to the interviewer. Ask for an application and let them know that you have an interview appointment.


"Mr. Morgan, This is Dan Shapiro. I'll be there at 12:30 sharp."


"I'm Dan Shapiro, I have an appoinment to see Mr. Morgan."

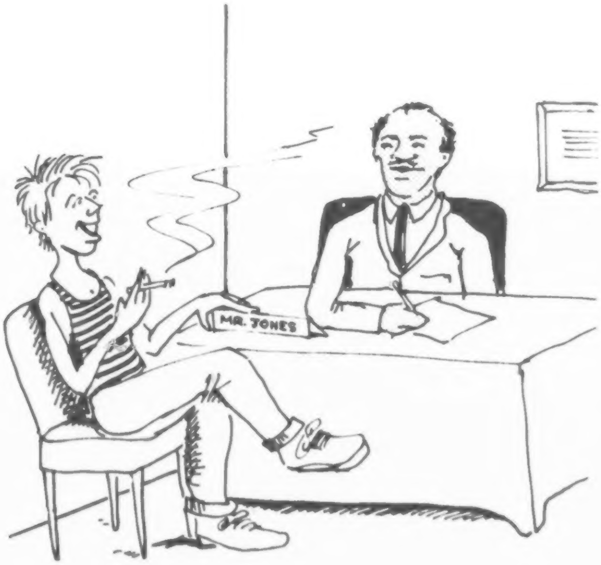
How To Handle Job Interviews

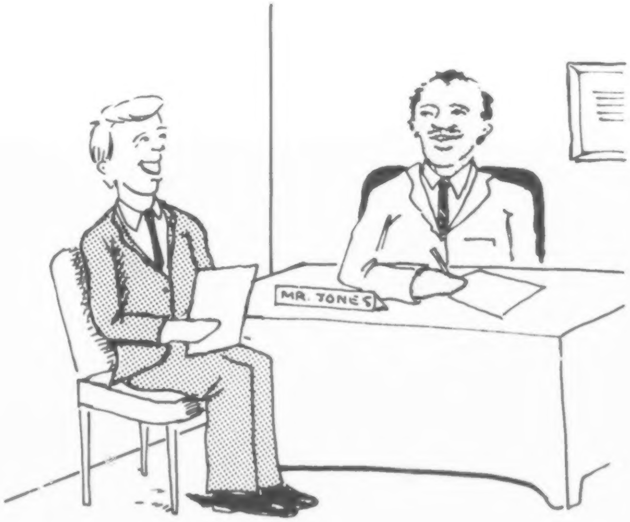
Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—4
Core Lesson Plan —
5-I, 5-II, 5-III

"DURING THE INTERVIEWS"

- **RELAX!** Be friendly, and be yourself.
- **INTRODUCE YOURSELF.**
- **SHAKE HANDS** if the interviewer wants to. Give a firm grip, but don't break bones.
- **SIT STILL**... Stay seated and keep your hands still. Don't fidget. Show good posture, and don't slump down in the chair.
- **DON'T SMOKE OR CHEW GUM!**
- **LOOK THE INTERVIEWER IN THE EYES.** It makes you look alert and interested.
- **LISTEN CAREFULLY AND GIVE COMPLETE ANSWERS TO QUESTIONS.**
- **SELL YOURSELF.** Talk about your strong points and skills. Let the interviewer know that you can do the job well.
- **BE HONEST.** Don't volunteer information about your weak points; however, if you are asked about them, admit that you have faults. If possible, show the interviewer that they won't effect your work.
- **FIND OUT WHAT YOUR NEXT STEP SHOULD BE** to see if you get the job. Do you call the "interviewer"? When? Will the interviewer call you? When?
- **THANK THE INTERVIEWER AND SHAKE HANDS** when the interview is over.
- **BE JUST AS POLITE WHEN YOU LEAVE AS YOU WERE WHEN YOU CAME IN.**





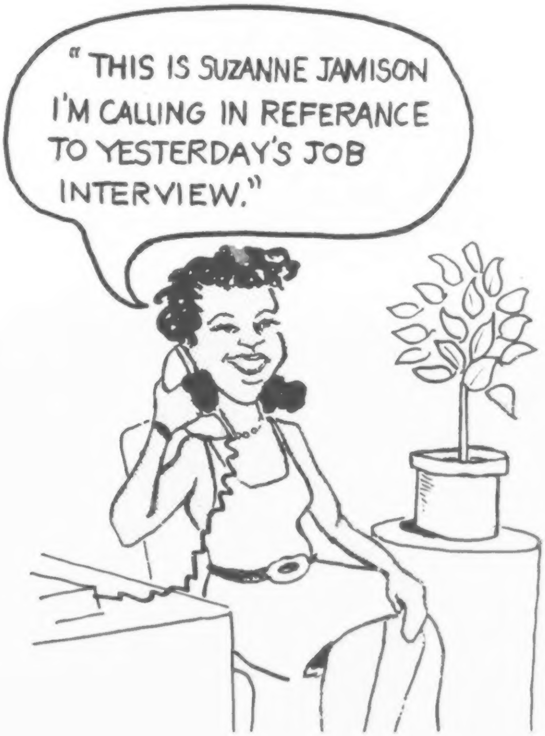
How To Handle Job Interviews

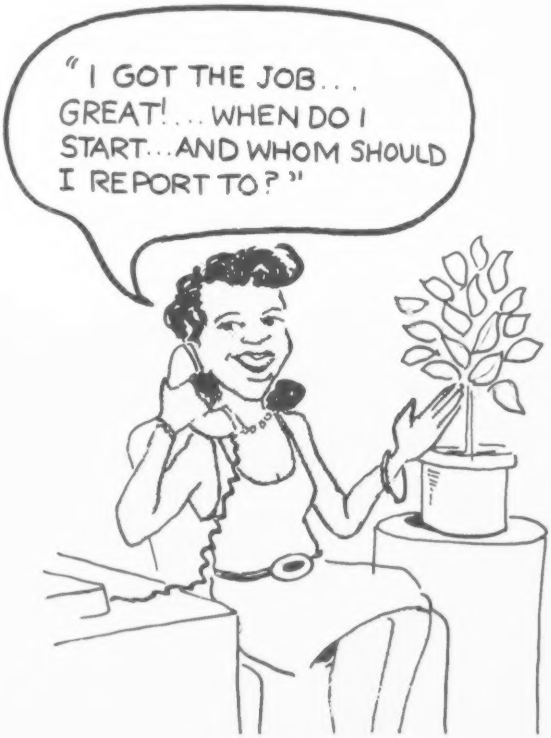
Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—5
Core Lesson Plan—
5-I, 5-II, 5-III

"AFTER THE INTERVIEW"

- Don't be upset if the interviewer didn't tell you that you are hired. Until you hear that you are NOT hired, you still have a chance. (The interviewer probably has many people to talk to before he/she can make a choice.)
- Follow the instructions that the interviewer told you about how to find out if you're hired.
- Call the interviewer often. Keep on the company's back until they tell you yes or no.
- If you call and the interviewer isn't there, leave a message with your name, telephone number, and the reason you called.
- If you were sent to the interview by someone, let them know what's happening. (For example, if your leader got the interview for you, he/she will probably want to know how your interview went, and what things you're doing to push for the job.)
- If you don't get the job, don't give up! *KEEP ON TRYING AT OTHER PLACES.* IF YOU DO GET THE JOB, MAKE SURE YOU KNOW *WHERE, WHEN* AND *TO WHOM* TO REPORT.


"THIS IS SUZANNE JAMISON I'M CALLING IN REFERANCE TO YESTERDAY'S JOB INTERVIEW."


"I GOT THE JOB... GREAT!... WHEN DO I START... AND WHOM SHOULD I REPORT TO?"

Success On The Job

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN – 6

GOAL: To increase members' awareness of how they can effectively cope with common job-related problems.

OBJECTIVES:
- Given the handout "On-The-Job Coping Skills" and group discussions, members will analyze the situations listed in "Problems with your Supervisor."
- Members will discuss their individual solutions to each problem.
- Given group discussion and participants answers to "Problems with your Supervisor," the group will choose the "best" solutions to each problem.
- Give the handout "On-The-Job Coping Skills" and group discussion, members will analyze the situations listed in "Problems with Fellow Employees."
- Participants will discuss their individual solutions to each problem.
- Given group discussion and members answers to "Problems with Fellow Employees," the group will choose the "best" solution to each problem.

MATERIALS REQUIRED:
- Handouts: "On-The-Job Coping Skills"
  "Problems With Your Supervisor"
  "Problems With Fellow Employees"
- Pencils

TIME FRAME: 2 hours

PROCESS:

The leader should review all materials until he/she is totally comfortable with them. (See "Notes for Instructors")

Define "Coping Skills" so that all members understand the concept. At every job, workers will encounter situations that they do not have the power to change (i.e., fellow employees, a difficult supervisor, poor work conditions). Every worker has 2 choices when faced with problems on the job: either leave the job or learn how to cope with the problem.

Read the handout "On-The-Job Coping Skills" aloud together as a group. Make sure everyone understands the handout before going on to the questions.

Tell participants that the written procedure on the second page describes what you want them to do before talking about any problems they may have on their jobs.

Distribute the various "Problems with your Supervisor." Have members role-play possible reactions to each situation. Have the group then try to come up with the *best* possible solution to each problem.

Upon completion of "Problems With Your Supervisor," pass out "Problems With Fellow Employees." Participants should read the multiple choice questions themselves and mark their answer before discussing each problem as a group.

Have members role-play situations where an employee could choose between several alternative reactions to a problem. Have the group react to each role-play and choose the "best" reaction.

PROBLEMS WITH YOUR SUPERVISOR

BEFORE DISCUSSING MEMBERS' ANSWERS TO "PROBLEMS WITH YOUR SUPERVISOR–WHAT WOULD YOU DO?," LEADERS SHOULD FAMILIARIZE THEMSELVES WITH THE CONCEPTS CONTAINED IN THESE NOTES. THE POINTS CONTAINED HEREIN MAY BE CONSIDERED THE "CORRECT ANSWERS" TO THE QUESTIONS IN THAT HANDOUT. THESE SHOULD BE EXPLAINED VERBALLY TO THE GROUP, AND DISCUSSED AT THE CONCLUSION OF THE EXERCISE.

1. If you *really* don't want to stay, make it clear to the supervisor that it is important that you leave and that you have a valid reason (something as simple as "I'm absolutely exhausted" may be valid in some cases). The reason should be the truth. It would also be helpful to express a willingness to work extra hours to make up for it at a later date.

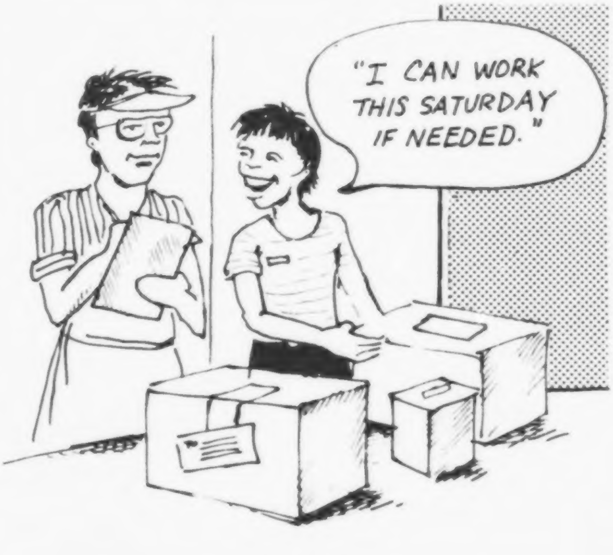
   If you need overtime pay, it may be worthwhile to "fight the exhaustion" and stay on. If you're new to the job and want to establish a good relationship with your supervisor, this is one great way to do it. If an employee gives a little extra when the supervisor is in a bind, the chances are that the supervisor will be more open to granting the employee a favor when the employee is "in a bind."

2. Go to the supervisor and ask what needs to be done... or... if you've noticed something that needs your attention, volunteer to do it. Take a break *only* if the supervisor tells you to. Keep in mind that in most entry-level jobs employees are paid by-the-hour. Therefore, time spent "hanging around" should not be paid for.

3. Insist on your innocence and don't back down. Be sure to report to the supervisor in the morning because if you don't it will look like you *are* guilty. If the evidence points to the fact that money is indeed short in the register, and if you definitely didn't steal it, you may assume that you made one or more errors when punching the keys on the register. It might be advisable to suggest that you be given more training in the use of the cash register.

4. Unclear instructions are a common problem, especially when English is not your first language. Whenever you receive unclear directions, be sure to ask for clearer explanation. If possible, ask your supervisor to demonstrate for you, then try demonstrating the task yourself with the supervisor watching. Asking questions is *always* a *smart* thing to do! It doesn't make you look dumb. What makes you look dumb is when you don't ask questions and then screw up your work! Remember the following rule: GUESSES MAKE MESSES.

5. The answer to this problem can vary according to what your supervisor is like, what he/she expects of all employees, how you feel about the task, etc. It might be a good idea to say something like, "I'd feel ok about doing this once in a while as a favor to you, but from what you led me to believe, cleaning bathrooms is not part of my job."


"I CAN WORK THIS SATURDAY IF NEEDED."

PROBLEMS WITH FELLOW EMPLOYEES—WHAT WOULD YOU DO?

BEFORE DISCUSSING MEMBERS' ANSWERS TO THE HANDOUT "PROBLEMS WITH FELLOW EMPLOYEES—WHAT WOULD YOU DO?," INSTRUCTORS SHOULD FAMILIARIZE THEMSELVES WITH THE CONCEPTS CONTAINED IN THESE NOTES. THE POINTS CONTAINED HEREIN MAY BE CONSIDERED THE "CORRECT ANSWERS" TO THE QUESTIONS IN THAT HANDOUT. THESE SHOULD BE PRESENTED VERBALLY TO THE CLASS AND DISCUSSED AT THE CONCLUSION OF THE EXERCISE.

1. A person who wants to get along with his/her fellow employees needs to cooperate instead of competing (most of the time). The third answer is the best. The second is "apple polishing." The other two are one-upmanship.

2. Don't get hostile. Don't judge the other worker for telling you this. She might know something you don't. Ask her to explain, then choose her way or yours after hearing her side.

3. Peer pressure is common and can be very strong. The "correct" answer is obvious. (This question offers a good chance for discussion of "How do you say no?," "Can a supervisor tell if you're high?," "What effect do alcohol/grass have on work performances?"

4. If the supervisor notices that your friend's time-card is punched when she's not there, it may be obvious that you (because you're her friend) were the one who punched it. If you don't get caught then, you may get caught later when the supervisor totals up the time-card hours at the end of the week and realizes that your friend is getting paid for full hours when she'd been very late one day. Two easy ways to get caught indicate that you should tell your friend "NO," and explain why truthfully. If she's a real friend, she'll accept the truth.

5. It would be best to apologize and try to return on time. It's obvious why coming back late is unfair... she's twice as busy while you're gone. If you come back at her with a nasty answer, you can be sure that she'll be mean to you.

6. This is a tricky situation because long-time employees are often trusted and believed by their supervisors. Always try to talk to the employee before you complain to the supervisor. If that doesn't work, you'll have to take your chances with telling the supervisor.

7. Uncomfortable situation!! Confront your friend and let him/her know that you're being accused of what he/she has been doing. It will be you who's fired because of your friend's actions. Maintain your innocence with the manager. There's no easy way out of this one. You may have to choose between finking on your friend or losing your job. If the supervisor lets you keep the job, make sure that your "friend" stops stealing money. If he/she continues while knowing that you're being blamed, your friend isn't really a friend.

8. It's easy to get mad when somebody makes fun of your ethnic group. A good way to counter this ethnic joke would be to tell the person that their joke makes you very angry because it is based on a stereotype, and not on the truth. If you don't feel comfortable saying that, just let them know that you're mad about what they said.

On The Job Coping Skills

Boys Clubs of America
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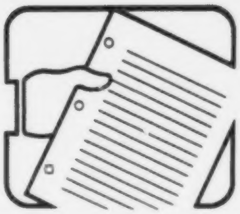

HANDOUT 1
Core Lesson Plan 6

Often, keeping a job is even harder than getting one. You may be trying hard to do a good job by arriving on time, doing everything you're told to do, and trying to do it well. But there may be things about the job, or people at the job, that make you really unhappy, or nervous, or angry.

You may discover that you hate working on Saturdays, or that your workplace is very hot and noisy. Maybe some of your co-workers are hard to get along with, or your boss is always criticizing you.

There are hundreds of problems that could arise on a job. NO JOB IS PERFECT. No matter where you are, there are going to be some things that you don't like.

If you are really unhappy in a job, or if something that happens has made you really angry, the most important thing to remember to do is *to take time to think about it*. Don't do anything rash without thinking about it, for at least *three days*. Talk to other people about your problems — your Club Leader, parents and other people whose opinions you trust. As soon as you know that you are thinking clearly about your complaint, make an appointment with your supervisor to discuss the situation.

Here is a short guide to help you think about your problems on the job. First, you need to figure out *exactly what is bothering you*. GET SPECIFIC! After you have a clear, specific idea of what the problem is, your second step is to ask yourself, *"What can I do about it?"* Don't be a quitter; don't give up easily. Try your hardest to make things better on your job.

Just saying "This job is awful," or "My boss is unfair," won't get you anywhere. *Why* is the job awful? Is it because you have too much to do? Because you're doing the same thing over and over again and you're bored? Because the hours are bad? Becaused the work hurts your eyes?

And what about your boss? Does he yell at you instead of asking you to do things politely? Does he not explain things clearly, and then get mad when you do it wrong? Does he/she always criticize you, and never praise you? Are the criticism fair, but the tone of voice insulting?

WHAT CAN I DO ABOUT IT?
Sometimes — the hardest part of problems on the job is to have some hope that things can improve. It is easy to feel hopeless and think of quitting. It is hard to have some hope, and to think seriously about solving some of your problems.

For each thing that is bothering you, think of *three* possible solutions. *WRITE THEM DOWN*. Compare them — how likely is each one to succeed? What are the pros and cons of each one?

When you've figured out *exactly* what's bothering you, *write it down*. You'll be surprised at how helpful it is to put your thoughts down in writing and be able to look at them.

Once you've written down your thoughts, talk things over with your Club leader, parents, and others.

Remember: every time you give up too easily on a job, you won't be able to use that job as a reference.

Some problems just can't be solved. The location might be really inconvenient, for example. Or, in spite of honest effort on your part to do better and solve problems, nothing has changed.

Then, *and only then*, think about getting another job.

REMEMBER TO GIVE TWO WEEKS NOTICE, AND EXPLAIN WHY YOU'RE LEAVING.

Problems With Your Supervisor

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT – 2
Core Lesson Plan – 6

(FOR ROLE-PLAYING)

SITUATION #1 – Employer
It's just about time for the first shift to go home and two of the night crew have just called in sick. A large crowd of customers has just arrived and it's going to be busy for a while. You've decided to ask the new employee to stay an extra two hours – you need the help and maybe he/she can use the extra money.

SITUATION #1 – Employee
It's 5:00 P.M. and you're getting ready to leave for the day. You're tired and really looking forward to going home; just in time, too, because a crowd of customers are just arriving! As you are preparing to leave, your supervisor approaches you.

SITUATION #2 – Employer
As you walk through the stock room you realize you haven't seen the stock clerk around. On your way to deliver some merchandise to the register you pass him/her sitting near the freight door, reading a magazine.

SITUATION #2 – Employee
Your job as stock clerk is really quite easy and you are able to finish your assigned task earlier than expected. Since no one has assigned more things to do, you decide to take a break until something needs to be done. You're sitting reading a magazine as the supervisor walks by.

SITUATION #3 – Employer
Cash register #2 came up $20 short last night. One of the newest employees was on that register yesterday. He/she was trained by one of the best cashiers and should be competent enough by now – could he/she have slipped $20 into his/her pocket?

SITUATION #3 – Employee
You've been working on the cash register for a couple of weeks now. Although you've been trained, you're still very nervous and wish someone could stay with you just a little longer to be sure you're doing things right. The register is always so crowded and when you hurry to wait on customers it's so easy to make a mistake! Today the manager told you to report to the supervisor's office after work – $20 was missing from your register. They probably think you stole it, but you *know* you didn't! What are you going to do? You're off work and just arriving at the office.

SITUATION #4 – Employer
The new dietary aide doesn't seem to be catching on too quickly. It seems you've explained things so many times but he/she still gets it wrong. You wonder if it was a big mistake hiring him/her. Right now he/she is standing by the dishwasher looking confused as you approach.

SITUATION #4 – Employee
You're new on the job and have so much to learn. Everything seems very complicated in the dietary department so you need *very* clear directions. The supervisor, who is training you talks so fast that you can hardly understand a word he/she says. Right now you're supposed to be clearing trays and sterilizing dishes but you don't know how to work the machine. Your supervisor is approaching – what will you say?!

SITUATION #5 – Employer
You run a small restaurant with just six employees so when things get busy everyone has always just helped out with whatever needs to be done. Today it's a little slow in the kitchen and you've asked one of the employees to go clean the bathrooms since he/she isn't needed in the kitchen right now.

SITUATION #5 – Employee
You work as an assistant cook in a small restaurant – there are only 5 other employees. Today is slow, so the boss wants you to clean the bathrooms. That's not part of your job description as it was explained to you. What will you do?

Problems With Fellow Employees

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT – 3
Core Lesson Plan – 6

WHAT WOULD YOU DO???

1. It is your first week on a job with a large company. You would like to make friends with the other workers. You also want your supervisor to like you. What would you do?

______ Notice and correct the errors that others make.
______ Speak well of the others to the boss.
______ Show interest in your work and be cooperative with fellow workers.
______ Ask to do those jobs which you can do better than some of the others.

2. An office worker who has no authority over you tells you to do something quite differently from the way you had planned. What would you do?

______ Do it her way.
______ Ignore her and do it your own way.
______ Tell her it is none of her business and that you will do your own work your own way.
______ Tell her to do the job herself.
______ Ask her politely to explain.

3. You work in a stockroom, and every lunch hour your co-workers go out to the back parking lot to get high. You are the newest person there and you know you'll get fired if you get caught. You...

______ go with them anyway.
______ tell the boss what they're doing.
______ eat your lunch alone.

4. A close friend calls and tells you she is afraid she will be late. She asks you to punch her time card for her. What would you do?

______ Say yes.
______ Say no.
______ Make some excuse as to why you would not be able to help her.

5. You work from 3-7 each day in a clothing store. After working for three weeks, you notice that the girl you work with is getting very unfriendly. When you ask her what's wrong, she says that you're always coming back late from your coffee break and that it's not fair. How will you react?

______ Tell her that nobody's perfect and that she never puts the clothes back in their proper place.
______ Tell her that she's not your boss and can't tell you what to do.
______ Apologize and say you'll try to come back on time.
______ Tell her that you don't understand why that annoys her and why it's unfair.

Problems With Fellow Employees *continued...*

HANDOUT-3
Core Lesson Plan-6

6. You are a stock clerk in a liquor store. Your job is to keep the shelves stocked. This is your first week on the job. A man who has 20 years seniority* works in the basement. His job is to sort cases and send them upstairs for you. But he always makes you come downstairs to sort the cases you need, while he reads the newspaper. What should you do?

8. Someone you work with closely just made an "ethnic joke" that you really feel insults you and people from your culture. What would you do?

7. Someone has been stealing money from the cash register where you work. There's only one other cashier, who is a friend of yours. The manager accuses you of stealing money. You've only been working there for two weeks and your friend has been there for three months. What would you do?

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*Seniority – number of years on the job.

Success On-The-Job

Boys Clubs of America
Job Search Club Program
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HANDOUT–4
Core Lesson Plan – 6

Sometimes losing a job you want can be avoided. Here are some ways to make your work experience a positive one.

RULES TO REMEMBER:

- ALWAYS BE ON TIME
- FOLLOW DIRECTIONS
- BE FRIENDLY AND POSITIVE
- STICK TO THE SCHEDULE
- STAY HONEST
- KNOW YOUR BOSS
- KEEP BUSY
- BE PATIENT IF YOU ARE CRITICIZED
- ASK QUESTIONS IF YOU ARE NOT SURE HOW TO DO YOUR JOB
- TAKE PRIDE IN YOUR WORK
- RESPECT YOUR CO-WORKERS
- CALL IN AS SOON AS YOU KNOW YOU WILL BE ABSENT OR LATE
- LISTEN TO YOUR COUNSELOR'S ADVICE

HANDOUT–5
Core Lesson Plan – 6

SOME RULES ABOUT ATTENDANCE

RULE #1: DO NOT BE ABSENT FROM WORK MORE THAN ONCE PER MONTH UNLESS YOU ARE VERY SICK.

Most companies expect that you will be sick no more than once each month. Of course, if you are very sick you may have to take several days off. On the other hand, there should be many months when you don't take any time off! How many people do *you* know who get sick one day each month?

RULE #2. CALL IN WHENEVER YOU WILL BE ABSENT. LET YOUR SUPERVISOR KNOW WITH AS MUCH NOTICE AS POSSIBLE.

Always let your boss know that you are going to be absent. It is important to give as much notice as possible so that the company can have time to locate somebody to take your place. If you are going to be out for more than one day, call in each day! If you are out for more than two days, get a note from a doctor to prove that you were sick.

RULE #3: DON'T TAKE ALL OF YOUR SICK-DAYS JUST BEFORE OR JUST AFTER WEEKENDS OR HOLIDAYS.

People who do this are showing their supervisor that they are taking sick-days when they are not sick. How many people do *you* know who are only sick on Mondays or Fridays? It is very clear to the boss that an employee who does this just wants a "long weekend."

RULE #4: DO NOT TAKE TIME OFF ON WEEKENDS UNLESS YOU ARE VERY SICK OR HAVE A REAL EMERGENCY.

In most work-places, weekends are either very busy (such as department stores and restaurants) or have fewer people working than usual (such as hospitals and nursing homes). On weekends, everybody has extra work. If you are out, it makes things very tough for your fellow workers. You should be at work unless you are so sick that you should not be out of bed. Don't make up emergencies because people will catch on to you faster than you think!

RULE #5: ARRIVE AT WORK ON TIME.

A late employee costs a business money. Lateness is the same as being absent for a short time. Your fellow workers have to do their own work, plus yours! Some workers can't go home until you arrive. Being late more than two times per month may be seen as a serious problem by your supervisor.

Accepting Criticism

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN – 7

GOALS:
- Members will anticipate some of the emotional issues that can make it difficult to accept criticism on the job.
- Members will understand that they should not internalize feelings of failure and humiliation when criticized.
- Members will learn to distinguish between fair and unfair ways in which they might be criticized.

OBJECTIVE: Members will differentiate between constructive and unfair criticism.

MATERIALS REQUIRED: Handouts: "Mary's Story"
"Henry's Story"

TIME FRAME: approximately 45 minutes

PROCESS: MARY'S STORY

Have the group read "Mary's Story" aloud together. Answer any questions which arise during the reading. Have participants divide into dyads or triads, with each group responsible for responding to the discussion questions at the end of the handout. When all groups are ready, have them come back together and compare their answers.

When discussing the questions in "Mary's Story" with the class, some points should be made by the leader if the group doesn't come up with them spontaneously.

- Mary was not a failure, even though she felt like one. Ask participants whether they think those feelings represent the actual truth. If the group does not come to the conclusion that Mary was just learning by trial and error, point out that making mistakes is an inevitable part of any new job and that any supervisor who is doing his/her job is going to point out those errors.
- Have the group discuss how Mary might have felt if her co-workers had been more supportive. Point out that sometimes it's hard to accept criticism for reasons that don't have anything to do with how the criticism is presented. Sometimes people arrive at work troubled by things that have nothing to do with their jobs. It's not uncommon for criticism presented at a "tough time" to overwhelm a person.
- Although her criticism was not *un*fair, Sheila could have recognized that *most* of Mary's work was done correctly. A compliment would have helped.
- Some members may have thought that the boss's reaction was unfair because it's often hard to know whether instructions are clear until a task has been tried using those instructions. To improve the situation in the future, Mary could repeat to Sheila all instructions actually said!

PROCESS: HENRY'S STORY

Read "Henry's Story" aloud with the group and make sure they understand everything in the story.

Divide the class into dyads or triads. Instruct each group to make up their own endings to the story, not based on what they would *like* to see Henry do, but on what they think the *wisest* thing for him to do is.

Points to be brought out in "Henry's Story" (if the group doesn't come up with them spontaneously) include:

- Henry made a mistake, but did not deserve to be criticized so rudely. Make the distinction between whether a criticism was called for, and the manner in which the criticism was deliverd.
- Have some class members say what would have been the best way for Ralph to criticize Henry in that situation.
- If the groups came up with very different endings for the story, encourage them to debate each other until the class comes to a concensus about the wisest course of action for Henry to take.

Accepting Criticism

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT— 1
Core Lesson Plan — 7

MARY'S STORY

Mary is 18 years old. Two weeks ago, she started a job as a file clerk in a large insurance company. This is her first job outside her neighborhood.

Everybody else in her office is much older than Mary. The only person from her neighborhood is an older man who is an insurance agent. He hasn't been very friendly to her. In fact, nobody has been very friendly since she started work. Everyone just seems to ignore her.

Mary is beginning to wonder whether there is something wrong with her. Her supervisor Sheila talks with her sometimes, but even she isn't really friendly.

Yesterday Sheila gave Mary some complicated directions about reorganizing a set of files. Mary was pretty sure that she understood the directions. It took a long time for her to finish, but Mary was able to get it done by the end of the day.

The next day, Sheila came into the office to check out Mary's work. She went through all of the files and found two that were in the wrong place. Sheila realized that Mary had not understood part of the directions, and would have to do some of the work over again. She said to her gently, but firmly, "Next time, Mary, be sure that you understand *all* of the directions before you start working. Your mistake cost the company time."

Mary nooded her head and then burst into tears. She felt like a total failure. It seemed like nobody here liked her. Her supervisor noticed her mistakes, but didn't say anything about what she did right. She had messed up on directions that she thought she understood. It seemed like everything was going wrong! Mary thought that maybe she should quit her job.

- WHAT DO YOU THINK ABOUT MARY'S REACTION TO SHEILA'S CRITICISM? WAS MARY RIGHT TO THINK ABOUT QUITTING?

- IF YOU WERE MARY, WOULD YOU HAVE FELT THE SAME WAY? EXPLAIN WHY OR WHY NOT.

- IF THE OTHER EMPLOYEES HAD BEEN FRIENDLIER TO HER, AND IF MARY HAD NOT FELT SO ALONE, DO YOU THINK SHE STILL WOULD HAVE REACTED IN THE SAME WAY TO SHEILA'S CRITICISM?

- DO YOU THINK THAT SHEILA'S CRITICISM WAS FAIR? COULD SHE HAVE SAID IT BETTER.

Accepting Criticism

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—2
Core Lesson Plan — 7

HENRY'S STORY

Henry loves his new job. He works after school in a large hospital.

Right now he is a Dietary Aide, but Henry hopes to enter the health field as a career after he graduates from school. His job in the hospital exposes him to people working in all kinds of medical jobs. Henry is also very happy about the people he works with. The other employees are friendly and fun. They also do their share of the work. Most of them are his age and live near him.

There is only one thing wrong with Henry's job... his boss Ralph. Ralph is in a nasty mood much of the time. He yells at the employees if they do anything wrong. Sometimes he puts them down in front of the other workers. Henry is not used to that kind of behavior, so he avoids Ralph. One day Henry is pushing a cart full of trays to room on the eight floor. Ralph is in the hall, and notices that Henry forgot to put napkins on all of the trays.

Ralph yelled at Henry in front of everybody in the hall. Even the patients could hear it. Ralph called out, "Hey, this boy wants the patients to wipe their mouths on the sheets!"

Henry stood there feeling embarrassed, humiliated, confused, and angry. He knew that he'd made a mistake, but he didn't think it was right for Ralph to insult him. He also was really mad that Ralph did it in front of a bunch of people.

IF YOU WERE HENRY, WHAT WOULD YOU DO?

How To Find Job Openings

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

GOALS:
- To familarize members with methods of locating job openings using primarily newspapers and the Yellow Pages.
- To give participants practice in making initial contact with employers.

OBJECTIVES:
- Given the handout and group discussion of "How To Find Job Openings," members will choose a job category to explore for possible job openings.
- Given the handout and discussion of "Job Hunting Through The Yellow Pages," students will chose 3 businesses from the Yellow Pages that would hire employees for the job category they choose.

MATERIALS REQUIRED:
- Handout: "How to Find Job Openings"
- Copies of Yellow Pages for each participant (obtain from phone company)
- Assistants
- Telephones (real or practice phones often available from phone company)

TIME FRAME:
- 2 sessions of 2-2½ hours each. (session 2 includes "Job Ad Familiarity Game.")

PROCESS:

SESSION 1: Before distributing the handout, have participants brainstorm different ways to locate job openings. Members will probably mention everything on the handout's list (and more) *except* for the Yellow Pages. Job Hunting through Yellow Pages will probably be a totally new concept to teenagers, so it is important to emphasize its effectiveness. Many employment programs have found that *it is a more effective* method of job-hunting than answering ads in the newspaper. There is much competition for jobs advertised in the newspaper, while a job hunter who calls companies found in the Yellow Pages has a good chance of finding out about unadvertised openings if he/she makes enough calls! Read the explanation in handout which describes how to use the Yellow Pages. This will include picking a job they want to apply for, picking appropriate categories in the Yellow Pages, and roleplaying calls to companies they find under those categories.

Have each participant pick one kind of job that they want to look for in the Yellow Pages. Then have them list all the categories in the Yellow Pages that they could look under for that kind of job. Discuss each person's categories as a group to see if any new ideas come up.

From those categories, each member should then pick three specific businesses from the Yellow Pages. They should make their choices based on the convenience of the neighborhood and on whether they want to work for a large or small company. (Explain that large companies are more apt to have openings than small companies.)

Direct participants to write down the name, address, and phone numbers of three businesses that they would like to "call." Have members role-play telephone calls to all three places, either by pretending to use telephones among themselves, or by calling people who have agreed to play the role of the interviewer. While some individuals are making phone calls, the other members may practice with each other.

If club staff people "play employer" and are accepting phone calls from members, notes on each performance should be taken. Give participants feedback on their telephone job-hunting, based on whether they asked all the necessary questions (as defined by handout) and whether other questions they asked were appropriate. Tell the participants (1) what they did well, (2) what needed to be improved.

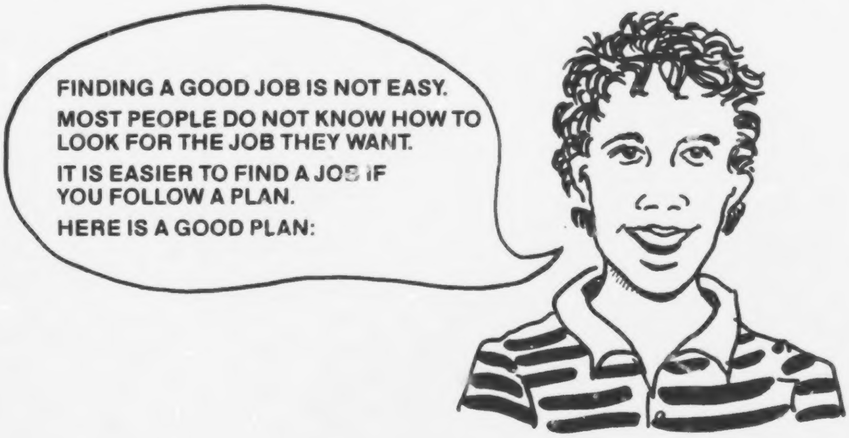
SESSION 2: Start off the lesson with an "abbreviations test." Pick 15 or 20 of the most common want-ad abbreviations, and either ditto them or write them on the board or flip chart. Members who get less then 80% correct should be quizzed on those they missed. Review abbreviations after the test, asking for the meanings of the words.

Read the remainder of the handout explaining how to use newspaper ads. Now go on to the "Job Ad Familiarity Game."

How To Find Job Openings

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT– 1
Core Lesson Plan – 8


FINDING A GOOD JOB IS NOT EASY.
MOST PEOPLE DO NOT KNOW HOW TO LOOK FOR THE JOB THEY WANT.
IT IS EASIER TO FIND A JOB IF YOU FOLLOW A PLAN.
HERE IS A GOOD PLAN:

LOOK EVERYWHERE FOR JOB OPENINGS

MAKE A LIST OF JOB "LEADS"
(A lead is a job opening that you know is really there.)

WHEN YOU HAVE A JOB LEAD, KEEP A LIST THAT TELLS YOU:

1. the name of the company
2. the address and phone number
3. the name of the person to see
4. where you learned about the opening
5. when your appointment to apply is.

APPLY FOR THE JOB

TAKE A JOB INTERVIEW

KEEP IN TOUCH WITH THE COMPANY EVERY FEW DAYS UNTIL YOU HEAR WHETHER YOU ARE HIRED.

Job Hunting Through The Yellow Pages

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–2
Core Lesson Plan – 8

SAMPLE DIALOGUE

J. Hello, I'm Joseph Salvetti, and I would like to work at Ken's Restaurant. Could I speak to the Manager?

R. Hold on. He'll be right with you. (pause)

M. Hello, can I help you?

J. Yes my name is Joseph Salvetti, and I would like to work at Ken's Restaurant. Do you have any openings?

M. No, we don't have any at this time.

J. Will you have any opening soon?

M. No, not that I know of.

J. Could I come to fill out an application anyway?

M. Sure, come on down, it can't hurt.

J. What would be a good time to come?

M. Anytime between 8 a.m. and 6 p.m.

J. How do I get there and who should I ask for?

G. Hello, I'm Graciela Santos, and I would like to work at General Hospital. Could you please give me the Personnel Department?

R. Certainly. (pause, phone ring again.)

P. Personnel Department.

G. Hello, I'm Graciela Santos and I would like to work at General Hospital as a dietary aide. Do you have any job openings?

P. Yes, we do, as a matter of fact. We have two part-time openings on the evening shift. Do you have any experience?

G. Yes, I worked last summer in the kitchen of ________________ Restaurant. What are the hours.

P. 4-8, 5 days a week, including Saturdays.

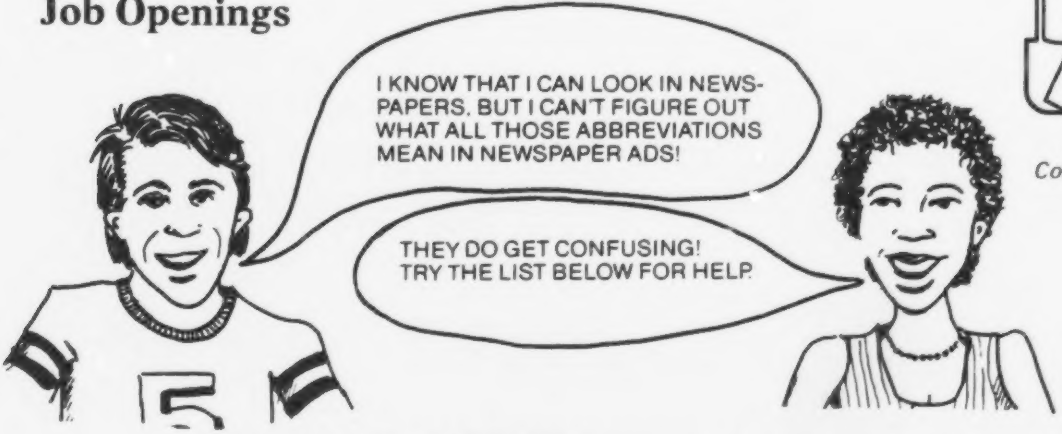
G. Fine. When could I come to apply for the job?

F. Anytime this afternoon before 5 p.m.

G. O.K. I'll be there at 4:30 p.m. How do I get there and who should I speak to?

How To Find Job Openings

HANDOUT—3
Core Lesson Plan—8


I KNOW THAT I CAN LOOK IN NEWSPAPERS, BUT I CAN'T FIGURE OUT WHAT ALL THOSE ABBREVIATIONS MEAN IN NEWSPAPER ADS!
THEY DO GET CONFUSING! TRY THE LIST BELOW FOR HELP.
5

HOW TO READ ABBREVIATIONS IN NEWSPAPER ADS:

What the ad says:	What it means:
admin.	administrative
ans.	answer
apt.	appointment
asst.	assistant
attr.	attractive
avail.	available
bet.	between
bldg.	building
bus.	business
co.	company
c/o	care of
comm.	commission
cond.	conditions
dept.	department
drv. lic.	driver's license
EOE, EEO	Equal Opportunity Employer
eve.	evening
exc, excel.	excellent
ex, exp, exper.	experience(d)
F.T.	full time
gd.	good
gd. sal.	good salary
gd. oppor.	good opportunity
hr.	hour
hrly.	hourly
hrs.	hours
hskpr.	housekeeper
hswk.	housework
immed.	immediate (ly)

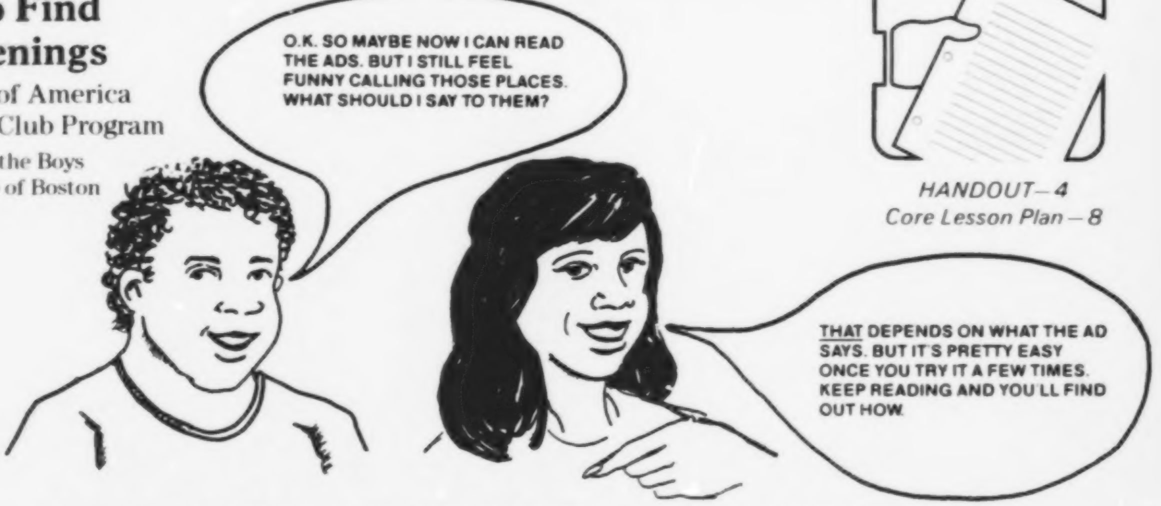
What the ad says:	What the ad means:
lt.	light
maint.	maintenance
mech.	mechanic, mechanical
M-F	Monday through Friday
mgr.	manager
mo.	month
nat'l	national
nec.	necessary
oppor.	opportunity
P.T.	part-time
pt.	part
per hr.	per hour
perm.	permanent
per. mo.	per month
per wk.	per week
pref.	preferred
ref. req.	references required
rel.	reliable
req.	required
sal.	salary
sec'y	secretary
sm.	small or some
temp.	temporary
trans.	transportation
trk.	truck
typ.	typing
w. or w./	with
wpm	words per minute (typing)
wk. wkly	week, weekly

How To Find Job Openings

Boys Clubs of America
Job Search Club Program

Developed by the Boys
and Girls Club of Boston

HANDOUT–4
Core Lesson Plan – 8


O.K. SO MAYBE NOW I CAN READ THE ADS. BUT I STILL FEEL FUNNY CALLING THOSE PLACES. WHAT SHOULD I SAY TO THEM?
THAT DEPENDS ON WHAT THE AD SAYS. BUT IT'S PRETTY EASY ONCE YOU TRY IT A FEW TIMES. KEEP READING AND YOU'LL FIND OUT HOW.

IF THE AD GIVES THE PERSON'S NAME AND PHONE NUMBER:

1. Dial the telephone number (Keep the ad in front of you)
2. When someone answers, ask for the person whose name is in the ad. Be Polite! ("Hello. Could I speak to Mr. Smith?")
3. When that person comes to the phone,
    - a. Say your name.
    - b. Tell him/her that you saw the ad in the paper.
    - c. Say that you are interested in the job and would like to apply.

("Hi, this is Mary Lee. I saw your ad in the Globe and I'd like to apply. Could you tell me more about the job?")

4. Ask a few questions and WRITE DOWN the answers:
    - a. What are the hours?
      (If the hours are *not* possible for you, say so, and ask if there is any work for the hours that you *are* available.)
    - b. Where do I apply? The address?
    - c. How do I get there?
    - d. When should I come?
5. Thank the person for answering your questions.
6. Say goodbye and put the receiver back on the phone *gently*.

NOW YOU ARE ALL READY TO APPLY.

The Self Directed Job Search

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

CORE LESSON PLAN – 9

GOAL: To provide members with job development skills, and enable them to plan and execute a successful job search independently.

OBJECTIVES:
- Given the handouts "Making a Contact Call," "The Screening" and "Writing a Salespitch," members will be able to:
  - define a "contact person" and his/her purpose in a job search
  - state two reasons why employers screen calls
  - write and recite a clear and concise "salespitch" for job hunting.
- Given the handouts "The Thank You Call" and "The Follow Up Call" members will be able to recite an example of each call and its proper usage.

  Given the handout "Record Keeping," members will be able to list at least six pieces of information necessary for accurate job search record keeping.

MATERIALS REQUIRED:
- Handouts: "Making a Contact Call"
  "The Screening"
  "Writing a Salespitch"
  "The Thank You Call"
  "The Follow-Up Call" and
  "Record Keeping"
- Telephones (real or toy)
- Pencils

TIME FRAME: 2 HOURS

PROCESS:
Before distributing handouts, review as a group the use of Yellow Pages in a self-directed job search.

"The Contact Call"
Distribute copies of "Making a Contact Call" and have the group choose the most appropriate response to each question. Points for discussion may include:

- courteous vs. rude manners
- "street language" vs. proper English
- vague inquiries vs. clear, concise requests
- importance of first impression
- ability of the "contact person" to help or hinder your job hunt

Have members give reasons for their choices and other examples of appropriate "opening lines."
Once participants understand the meaning of a contact call, use the handout "The Screening" as an introduction to developing a salespitch.

"Follow-Up Calls"
As a group, review the many tasks that occupy an employer's time. Have participants brainstorm some ways in which they can "remind" an employer that they are interested in a job (assuming that employers do not have time to remember all job applicants.)

If the idea of calling an employer does not appear on the participant's list then the group leader should present it as a quick and effective way of keeping "on top of" a job lead.

Distribute copies of the handout "Follow-Up Calls." Have participants work in pairs to write their own follow-up "scripts" and then practice by role playing "job hunters" and "employers." Participants should be aware that their follow-up scripts may change with an employer's answer (i.e., the job hunter may need to ask when a final decision will be made or arrange for a second interview, etc.).

"Record Keeping"
Review all job-hunting steps up to this point (Contact Calls, The Screening, Writing a Salespitch, The Thank You Call, and Follow-Up Calls). Keeping all this information straight requires a record keeping system. Distribute copies of the "Research Sheet" and explain its purpose. This sheet will keep all essential job hunting information in order so that the self-directed job search can be conducted efficiently.

The Research Sheet contains any necessary information about the employer as well as places to record "Thank You" and "Follow-Up Calls."

At this point, the teaching of "methods" in a self-directed job search is completed. Once armed with all this information participants should begin job hunting.

The ideal "phone bank" or job hunting room will:

- have 3-5 telephones
- be located in a quiet area free from interruptions
- have one current copy of Yellow Pages at each phone
- provide clipboards, pens, blank research sheets, and scrap paper for each job hunter.

An adult leader should be present at all times to answer questions and advise as necessary.

"The Screening"
"The Screening" should serve as a starting point for discussing the business person's point of view: his/her priorities during the working day and the need to handle phone calls quickly and easily.

Have participants brainstorm all the pieces of information an employer may be interested in finding out during a "job search" phone call. (This list may include: caller's age, type of job wanted, schools attended, experience working, etc.) Using this list, have the group choose the most vital three or four points an employer would want to know (i.e., caller's name, purpose of call, type of job wanted). This abbreviate list will serve as a basis for the "Salespitch." Summarize the information gathered up to this point:

- Job hunters should be polite, clear, and concise in all conversation, whether with the receptionist or the owner.
- "Screeners" may help in a job hunt or keep the caller from getting through to the "boss." It is important to try and have the support of this person and impress him/her with a business/like manner.
- When speaking with an employer, the job hunter should choose 2 or 3 pieces of information to present and 1 or 2 questions to ask so that the conversation is brief, yet helpful.

"The Salespitch"
Distribute the handout "Writing a Salespitch." Have participants work in pairs (or smaller groups) to write individual salespitches. The handout should be used as a model.

When each participant has a salespitch, have members take turns role playing a "job hunter"/"employer" conversation. The "employer" may be helpful, friendly, abrupt, or disinterested (or combinations of these).

Have each participant practice until he/she is comfortable with the salespitch and other responses.

"Thank You Calls"
Discuss as a group the personality traits that an employer would find most appealing. (Examples may include honesty, friendliness, courtesy, etc.)

Explain the purpose of a "Thank You Call" — to acknowledge the help a "Contact Person" has given in your job hunt, and to express your continuing interest in the job for which you've applied.
Distribute copies of the handout "The Thank You Call." Have participants break into pairs and practice conversations involving a "Thank You Call."

Making A "Contact" Call

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT – 1
Core Lesson Plan – 9

1. Which person would you prefer to speak with?

______ **(a)** Is the boss there?

______ **(b)** Good morning/afternoon, who am I speaking to please?

______ **(c)** Got any job?

______ **(d)** Lemme talk to the boss.

______ **(e)** Who's the boss? I wanna talk to him/her.

2. You must expect a "screening person" *at all times*! If you can get the name of the person you're speaking with, then you've made a contact! If the person said, "I'm Sally Smith," which of the following statements would get you close to the person who does the hiring?

    (a) Hello Ms. Smith, my name is ____________________ and I'd like to ask you for the name of the person who does the hiring.

    (b) Ms. Smith; I'm trying to get myself a part-time job while I'm in school and I'd appreciate it if you could give me the name of the person who does the hiring.

    (c) Hi Ms. Smith, who's in charge of hiring please?

    (d) Hi Sally, do they need any help down there?

3. If Sally Smith did tell us the name of the person in charge of hiring, which sentence would you use next?

    (a) Thank you Ms. Smith, I'll call a little later.

    (b) Thanks Ms. Smith, when would be the best time to call him/her

    (c) Thanks Sally. What are you doing after work tonight?

4. But!...What if Ms. Smith won't tell you the name of her boss or when he will be in because she's the "Screener"? Which of the following statements could be used in this situation?

    (a) Well Ms. Smith, could I come by and leave my resume with you?

    (b) I'd like to stop by today and leave my resume with you. What time would be best for you?

    (c) Well ex-scuuusse mee!!!!!!

The "Screening"

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT—2
Core Lesson Plan—9

1. If you were the manager of a large supermarket, you would have many things to do... below is a list of things a supermarket manager might do in the course of his/her day. Put a number "1" beside what you think is the most important duty, and a "0" beside what you think is the least important duty.

______________ Supervising employees
______________ Keeping customers happy
______________ Ordering merchandise
______________ Counting the money
______________ Watching for thieves
______________ Training new employees
______________ Taking important phone calls
______________ Answering the phone all day

2. O.K.: still pretending you're a store manager, how would you have your phone calls separated into important messages and dull calls?

______________ Leave the phone off the hook
______________ Answer every second call
______________ Have somebody take messages
______________ Have somebody know ahead of time what calls are important and take messages on the others.

3. Still pretending you're a store manager, which of the following messages is the most important (M), and which is the least important?

______________ The bank called
______________ An employee called in sick
______________ The warehouse called
______________ Your wife/husband called
______________ A salesman called
______________ Somebody called looking for a job

Writing A Sales Pitch

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT – 3
Core Lesson Plan – 9

When job hunting, you will need to develop your own "salespitch" to use over the phone. This is a short statement (2 or 3 sentences) that tells an employer:

1. Who are you?
2. Why you are calling
3. The type of work you are seeking

Since you will want to memorize your salespitch, be sure it suits your "style" while it is also polite and clear. Below is a sample salespitch you may want to use.

SECTION A: Good Morning/ afternoon Sir/Ms.
My name is ______________________ and I'm a high school student
looking for a part time job as a ______________________ . I'm calling
to see if there are any openings.

If the person you are speaking with says YES, continue with Section B. If the person says NO, ask if they expect any in the future. If that produces a YES answer, continue with Secion B. If the person says NO, thank them and say good-bye.

SECTION B: What would be a good time for me to come and show you my resume and fill out an application?

Now the person will usually tell you the time to come in. Write these down! . . . Now quickly say everything listed below in Section C.

SECTION C: Thank you very much, and who am I speaking with please? Don't forget to write this person's name down on your sheet!!!!! if you forget the name, it will be more difficult to follow-up on the job lead and find the right person to speak to when applying.

The "Thank You" Call

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT–4
Core Lesson Plan – 9

A "Thank You Call" is a way of expressing gratitude for the help you've been given, and also a way to show interest in the job.

SAMPLE THANK YOU CALL:

GOOD MORNING/AFTERNOON (*your contact person's name*)

THIS IS (*your name*) calling to say thank you for taking the time out to speak with me *yesterday, today or whenever.* I'd just like to let you know that I'll be looking forward to hearing from you. Thanks again for your help and have a nice day.

YOU ONLY MAKE THIS CALL ONCE...

....THE DAY AFTER YOU FILL OUT YOUR APPLICATION!!!!!!

The "Follow-Up" Call

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT – 5
Core Lesson Plan – 9

The purpose of this call is to:

1. Remind an employer of your interest
2. Keep you up to date on the jobs for which you are being considered.

Until you are told you DO NOT have the job, you still have a chance!!

SAMPLE FOLLOW-UP CALL:

GOOD MORNING/AFTERNOON (*your contact person's name*)

THIS IS (*your name*) calling and I'm calling to see if you've reviewed my application and resume for the (*position you applied for*) position I applied for (*last Monday, two weeks ago, last week — whenever*). Thanks again, and have a nice day!

YOU MAKE THIS CALL TO YOUR
CONTACT PERSON EVERY WEEK!!!!!!

Research Sheets

Boys Clubs of America
Job Search Club Program
Developed by the Boys and Girls Club of Boston

HANDOUT – 6
Core Lesson Plan – 9

NAME______________________________________

---

1. Business Name________________________________
Address____________________________________
Telephone Number____________________________
Contact Person______________________________
Day of Appointment__________________________
Time of Appointment_________________________

Thank You Call
Date____________________________
FU #1 Date________________________
FU #2 Date________________________
FU #3 Date________________________
FU #4 Date________________________
NOTES:

---

2. Business Name________________________________
Address____________________________________
Telephone Number____________________________
Contact Person______________________________
Day of Appointment__________________________
Time of Appointment_________________________

Thank You Call
Date____________________________
FU #1 Date________________________
FU #2 Date________________________
FU #3 Date________________________
FU #4 Date________________________
NOTES:

—OVER—

Research Sheets *(Continued...)*

NAME____________________

---

3. Business Name____________________
Address____________________
Telephone Number____________________
Contact Person____________________
Day of Appointment____________________
Time of Appointment____________________

Thank You Call
Date____________________
FU #1 Date____________________
FU #2 Date____________________
FU #3 Date____________________
FU #4 Date____________________
NOTES:

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4. Business Name____________________
Address____________________
Telephone Number____________________
Contact Person____________________
Day of Appointment____________________
Time of Appointment____________________

Thank You Call
Date____________________
FU #1 Date____________________
FU #2 Date____________________
FU #3 Date____________________
FU #4 Date____________________
NOTES:

Job Search
Logo Clip Sheet

Job
Search
Club
Program

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